DOCUMENT RESUME

ED 027 354 UD 007 703

By-Hernandez, Luis F.
Standard Oral English; Seventh Grade. Instructional Guide B.
Los Angeles City Schools, Calif. Div. of Secondary Education.
Report No-LACS-Pub-ESEA-3-2
Pub Date 67
Note-156p.
EDRS Price MF-$0.75 HC-$7.90
Descriptors-*Curriculum Guides, Filmstrips, *Instructional Materials, *Junior High School Students, Language Usage, Lesson Plans, *Mexican Americans, Nonstandard Dialects, *Oral English, Spanish Speaking, Tape Recordings
Identifiers-Elementary Secondary Education Act Title I Program, ESEA Title I Program

A curriculum guide was prepared for the teaching of standard spoken English in the Los Angeles junior high schools. This guide focuses specifically on the language handicaps of Mexican-American students. The lessons were designed for use with accompanying tapes and filmstrips. (See also UD 007702 for parallel program to help Negro students). (NH)

ED027354

07703E

STANDARD ORAL ENGLISH

INSTRUCTIONAL GUIDE B FOR SEVENTH GRADE

UD 007 703

ELEMENTARY AND SECONDARY EDUCATION ACT

LOS ANGELES CITY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

STANDARD ORAL ENGLISH

SEVENTH GRADE

Instructional Guide B

UD 007 703

LOS ANGELES CITY SCHOOLS
Division of Secondary Education
Specially-Funded Programs
Publication No. ESEA 3-2
1967

This publication was developed with funds provided by the federal government under Title I, Elementary and Secondary Education Act of 1965.

APPROVED:

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Planning and Services

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

FOREWORD

Oral language--speech--is the most common form of human communication. Yet, oral language frequently has received less emphasis in the English program of the secondary school than have other means of communication. Many pupils who speak a nonstandard variety of English have not received the kind of specialized instruction that is needed to help them master standard English.

The inability to speak standard English seriously handicaps many Mexican-American pupils academically, particularly in their reading, as well as socially and vocationally. In the past, the regular English program has not adequately made provision to remedy the language problems which are peculiar to Mexican-American pupils. This publication outlines an oral English program designed specifically to help pupils eliminate the gross nonstandard pronunciation and usage items in their speech in situations which require the use of standard English. The program consists of basic lessons, follow-up lessons, and related taped drills.

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

ACKNOWLEDGMENTS

The guidance and contributions of staff members to this publication are acknowledged.

Special assistance and guidance were provided the principal author by:

Division of Secondary Education

Dolores Seidman	Consultant, Standard Oral English, Pilot Projects, Specially-Funded Programs
Helen Burge	Supervisor, Secondary English
Al Lalane	Editor, Pilot Projects, Specially-Funded Programs
Walter J. Lansu	Assistant Administrative Coordinator, Specially-Funded Programs

Division of Instructional Planning and Services

William Rosch	Supervisor, Secondary English, Instructional Planning Branch

Particular appreciation is expressed to the following members of the Teacher Advisory Committee:

Rita Chavez	Jordan High School
Gertrude Dorsey	Roosevelt High School
Frank Hernandez	Irving Junior High School
Manila Lee	Harte Junior High School
Anne Nichols	Belmont High School

Acknowledgment is made to Dr. Janet Sawyer, linguist, Long Beach State College, for contributing valuable advice and direction.

Special acknowledgment is made to Nancy Bissell, Doris Fetters, Andrea Kaplan, and Carolyn Larson, Hollenbeck Junior High School, who taught and evaluated the contents of this guide.

Principal authorship and preparation of the manuscript were accomplished by LUIS F. HERNANDEZ, Consultant, Standard Oral English, Pilot Projects, Specially-Funded Programs.

HARRIETTE F. WILLIAMS
Pilot Projects Coordinator
Specially-Funded Programs

THOMAS O. LAWSON
Administrative Coordinator
Specially-Funded Programs

CONTENTS

Page

FOREWORD iii

ACKNOWLEDGMENTS. iv

OBJECTIVES vii

GENERAL INTRODUCTION viii

USE OF THE GUIDE. ix

CHARACTERISTIC NONSTANDARD USAGE
AND PRONUNCIATION FORMS. x

GENERAL TEACHING SUGGESTIONS xi

PART ONE – MOTIVATION 1

LESSON 1 -- The Languages You Speak, Part I 3

LESSON 2 -- The Languages You Speak, Part II 11

LESSON 3 -- The Languages You Speak, Part III 16

PART TWO – LESSONS, B7 SEMESTER 27

LESSON 4 -- CH – SH Sounds 29

LESSON 5 -- Who Am I? 33

LESSON 6 -- Comparison of Adjectives 38

LESSON 7 -- My School Day 42

LESSON 8 -- Double Negative 45

LESSON 9 -- Likes and Dislikes 49

LESSON 10 -- Pronunciation of Final ED. 52

LESSON 11 -- Spring, Trains, and Beer 57

LESSON 12 -- School Situations. 64

LESSON 13 -- Impromptu Speaking Situations 67

LESSON 14 -- Using the Telephone 68

LESSON 15 -- Review 71

Page

PART THREE – LESSONS, A7 SEMESTER 73

LESSON 16 -- Remotivation I 75

LESSON 17 -- Remotivation II 77

LESSON 18 -- B – V Sounds 79

LESSON 19 -- Family Background 83

LESSON 20 -- Use of the Past and the Present Perfect of BE, SEE, and DO 87

LESSON 21 -- What Is He Doing? 91

LESSON 22 -- Pronunciation of Final ING Sound 93

LESSON 23 -- Who Might This Be? 96

LESSON 24 -- Comparison of Adjectives 100

LESSON 25 -- What's in a Picture? 104

LESSON 26 -- Double Negative 106

LESSON 27 -- Interview 111

LESSON 28 -- Agreement of Subject and Verb 114

LESSON 29 -- Final Consonants – P, K 118

LESSON 30 -- Review 122

PART FOUR – APPENDIX 125

SUPPLEMENTARY LESSON 1 -- Front Vowels I 127

SUPPLEMENTARY LESSON 2 -- Front Vowels II 129

SUPPLEMENTARY LESSON 3 -- Back Vowels I 131

SUPPLEMENTARY LESSON 4 -- Back Vowels II 133

PRONUNCIATION CHART 135

BIBLIOGRAPHY 141

OBJECTIVES

GENERAL

- To develop greater ability to speak standard English
- To understand that English is spoken in various ways by different groups of people
- To understand that the variation of English to be spoken is determined by the situation
- To recognize situations in which the use of English is most appropriate
- To recognize that the language we use has great influence upon our daily lives

SPECIFIC

Oral Experience

- Pupils will be able to express orally basic facts about themselves, with confidence.
- Pupils will be able to state certain definite opinions and support these opinions with clear, logical thinking.
- Pupils will be able confidently to present an oral summary.
- Pupils will be able to express themselves confidently in a role playing situation.
- Pupils will be able to dramatize a story.

Usage

- Pupils will be able to differentiate between the comparative and superlative forms of adjectives and to use them properly.
- Pupils will be able to use the negative construction effectively.
- Pupils will recognize the double negative as a nonstandard construction.
- Pupils will be able to use properly the past and the present perfect forms of the irregular verbs **to be**, **to see**, and **to do**, and to distinguish correct and incorrect uses of these verbs.
- Pupils will be able to use correctly the third person singular forms of verbs.
- Pupils will be able to achieve agreement between third person subjects and verbs.

Pronunciation

- Pupils will be able to differentiate between and pronounce clearly the **CH** and **SH** sounds.
- Pupils will be able to pronounce the final **ED** clearly.
- Pupils will be able to differentiate between and pronounce clearly the **B** and **V** sounds.
- Pupils will be able to pronounce the final **ING** sound clearly.
- Pupils will be able to pronounce the final **P** and **K** sounds distinctly.

GENERAL INTRODUCTION

The oral language problems of many Mexican-American pupils may be sociological in origin, resulting from taciturnity and laconism. These deficiencies may create premature limitations on the pupils' academic progress. Because an oral language problem may be sociological in origin, the teacher should develop an understanding of the following:

- the pupils' ethnic background
- the influences exerted on the pupils' English by their native language
- the pupils' attitudes toward English
- the importance which the pupils place on retention of their type of oral expression

There is evidence to support the hypothesis that the taciturnity and laconic speech of many Mexican-American pupils are acquired during the period of their secondary education. The oral language problem may become even more marked during the high school years. However, most of the pupils are not aware of the limitations that this handicap will place on their vocational success. This ignorance on the part of the pupils makes the teacher responsible to help them to become aware of this limitation and to give them as many opportunities as possible to participate in oral experiences that emphasize the importance of communication.

The teacher must realize that if the majority of the pupils in a class are Mexican-American, there will be present varying levels of ability in English. In any class there may be:

- Pupils who, although they are called bilinguals, in reality use either English or Spanish as the dominant language
- Pupils who have been in the Non-English-Speaking Program, but who continue to use Spanish as the dominant language
- Pupils who are third-generation citizens and speak only English
- Transfer pupils with backgrounds of strict segregation, who speak a mixture of English and Spanish

In such a classroom situation, the teacher is challenged by both a variety of intellectual ability and a variety of ability in the use of standard English.

Definition of Standard English

Standard English has been defined as the "...language used to carry on the important affairs of our country." It is the dialect of English spoken by educated persons, most radio and television announcers, and government officials. Standard English is the dialect of English that is most effective in most communication situations.

Some Characteristics of Nonstandard Oral Language

Many of the differences in the usage common to Mexican-American pupils exist because a direct translation has been made from Spanish idiom to English. The degree of occurrence of these nonstandard forms might indicate to the teacher the degree of dominance of Spanish on the pupils' English usage or syntax. In addition, pupils whose dominant language is Spanish will have a strong accent. The teacher must understand that the pupils reinforce these nonstandard forms during their out-of-class activities. In many cases, making the pupil aware of the difference between his variety of English and standard English and making him desirous of acquiring standard oral English will be the most important immediate achievement possible in terms of improvement of standard usage and pronunciation. For these reasons, the emphasis of this program is on presenting the pupils with more opportunities for oral language experience.

USE OF THE GUIDE

Organization

The guide is in four parts:

Part One, "The Languages You Speak," consists of three lessons to motivate pupils and to teach them certain concepts of language. Tapes and copies of the tape script accompany each lesson.

Part Two and Part Three consist of basic lessons, follow-up drills to lessons, and related taped drills to help Mexican-American pupils overcome their reluctance to speak and to provide remedial instruction for speech problems caused by their Spanish-language background. Part Two is for the B7 semester, and Part Three is for the A7 semester.

Part Four is an Appendix, consisting of four supplementary lessons, a pronunciation chart, and a bibliography.

Types of Lessons

Three types of lessons meet the pupils' most obvious language needs. First, pronunciation lessons will give pupils an opportunity, through drill and repetition, to practice sounds which give them difficulty. Second, usage lessons offer a "nongrammatical" approach to language, which emphasizes hearing and using standard constructions. Third, oral emphasis lessons give pupils an opportunity to express themselves more completely. These lessons are keyed somewhat to the units in the English course of study. Also, there are supplementary pronunciation lessons emphasizing the conventional sounds. These may not be needed for the entire class, but may be used for particular pupils, as necessary. Some lessons and follow-up activities have accompanying pupil worksheets under separate cover.

Implementing the Program

Teaching standard oral English is an integral part of the English program. The emphasis is to help pupils **speak** standard English. Standard oral English lessons do not develop grammatical concepts or reading skills; the program assumes that other essential concepts and skills have been developed or are being developed concurrently.

To be successful, the program must provide pupils with daily practice. Each lesson consists of one basic lesson and follow-up activities. Either of two schedules can be followed in presenting the program: the basic lessons can be presented in one period, followed by follow-up (ten to fifteen minutes each) presented on separate days; or, the basic lesson can be presented in two periods (twenty-five minutes each), followed by three follow-up drills (ten to fifteen minutes each) presented on separate days.

Classes vary in the kinds and amount of instruction needed; a diagnosis will determine which lessons should be emphasized and which lessons need not be emphasized. Before beginning the program, the teacher should diagnose the pupils' oral language. The program has been developed on the basis of a **general** diagnosis of the oral language of Mexican-American pupils. (See "Characteristic Nonstandard Usage and Pronunciation Forms," following.)

The following are some procedures for classroom diagnosis:

1. Listen to the speech of pupils to determine the frequency of the use of nonstandard terms, as listed under oral language characteristics.
2. Tape record speech by pupils and compare their pronunciation and usage with the appropriate list under oral language characteristics.
3. Contrast samples of pupils' writing with the appropriate list under oral language characteristics. Often, nonstandard oral language items (especially usage items) are reflected in the pupils' written work.

CHARACTERISTIC NONSTANDARD USAGE and PRONUNCIATION FORMS

The following are some of the nonstandard usage and pronunciation forms most commonly used by many Mexican-American pupils:

Usage:

1. Use of the double negative
   e.g.: I don't see nobody.
2. Use of double comparison
   e.g.: My brother is more taller.
3. Confusion of past tense and past participle
   e.g.: He should have went.
4. Consistent misuse of third person singular, present tense
   e.g.: He come to school late.
5. Use of the double subject
   e.g.: My father he is home.
6. Adding an unnecessary **s** to possessive form
   e.g.: He took mines and his.
7. Adding an unnecessary **s** to plural forms
   e.g.: The mens came to work on time this week.

Pronunciation

1. Mispronunciation of final **ed**
   e.g.: talk-ed, jumpt-ed
2. Failure to pronounce final endings
   e.g.: jumpin', firs'
3. Accenting of words on the wrong syllable
   e.g.: perféc'ly, pos' óffice
4. Difficulty with English sounds, as represented in the following examples:

a.	mees	for	miss
b.	brauther	for	brother
c.	share	for	chair
d.	rread	for	read
e.	Espanish	for	Spanish
f.	bery	for	very
g.	verry	for	berry
h.	rize	for	rice
i.	cahp	for	cap

5. Use of a combination of English and Spanish
   e.g.: marketa, watcho

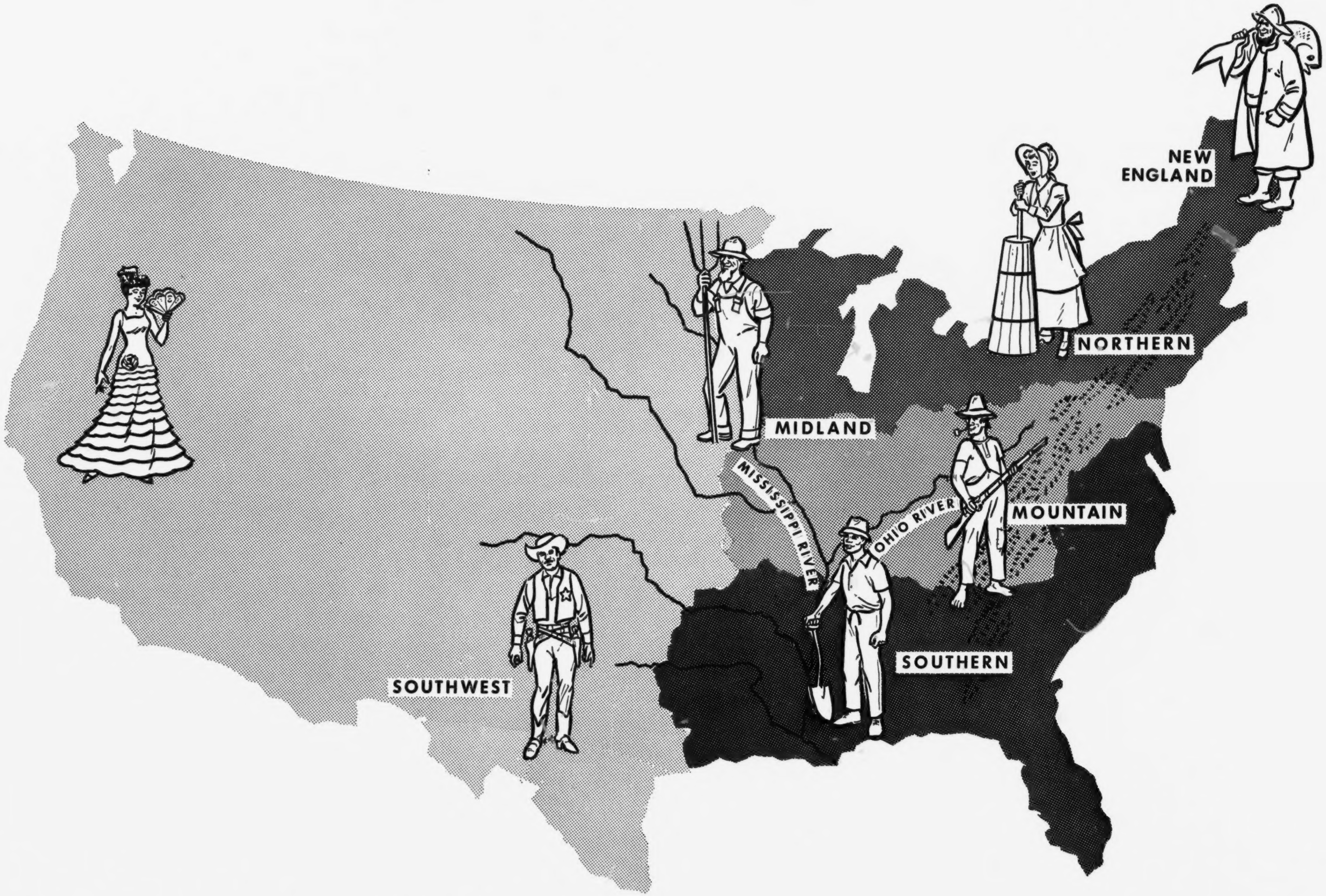
GENERAL TEACHING SUGGESTIONS

The following suggestions should prove helpful to the teacher when presenting standard oral English to Mexican-American pupils. Specific suggestions are included in Part Two of the guide.

1. Don't make value judgments of pupils' language. That is, avoid referring to the pupils' language as "not as good as" or "substandard" or "incorrect." Instead, accept the pupils' language, acknowledging that is the language they use with their friends and with their families; then, concentrate on having the pupils recognize the situations where standard oral English is more appropriate and effective in appropriate situations.
2. Constantly refer to the practical and vocational advantages of speaking standard English. For example, point out to pupils the relationship between standard oral English and better-paying jobs. Have pupils list their vocational choices; then, show them the importance of standard oral English in their vocational choices.
3. Concentrate on encouraging the pupils and building their self-confidence. Always reinforce pupil accomplishment with praise and approval.
4. Teach standard oral English **as it is spoken.** Concentrate on gross deviations, not fine grammatical points. For example, don't concern yourself with the use of "whom" or the pronunciation of "mischievous"; rather, concentrate on those deviations in the list of language characteristics for each group.
5. Give pupils many opportunities to practice oral language skills during regular English lessons.
6. Avoid using the words "right" and "wrong" when correcting pupils; instead, use the terms "standard" and "nonstandard."
7. Avoid emphasizing grammatical terms during standard oral English lessons. Instead, concentrate on the pattern. For example, when illustrating standard subject-verb agreement, identify the **exact** cause of disagreement (i.e., third person singular, present tense) and give pupils examples of the standard pattern. Many of the lessons refer to items in grammatical terms. These can be used advantageously without undue emphasis.
8. Have pupils evaluate each other's speech during standard oral English lessons. The speaker should first be given opportunity to evaluate his own speech. The emphasis in evaluation should be positive; that is, pupils should emphasize how well they are doing. Use recordings of pupils' speech for evaluation.
9. During each lesson, always reinforce what has been learned in previous lessons.
10. When a tape is used during a lesson, give pupils an opportunity to hear the tape again in small groups. The tapes may be used independently **after** the teacher has presented them.
11. During English lessons, have pupils read paragraphs and drill sentences or examples as a group (choral reading). This procedure gives each pupil an opportunity to practice; also, pupils have the "protection" of the group and are less likely to be self-conscious.
12. When working on patterns, encourage pupils to write patterns that can be used for drills. For example, if a usage pattern involves a verb tense (i.e., third person present perfect of **to do**) have pupils write patterns that can be used in drill lessons.
13. If possible, arrange the furniture in the room so that pupils face each other. This facilitates speech, conversation, and discussion **between** pupils.
14. Occasionally, permit pupils to work in pairs. They can help each other, especially with pronunciation. Each can listen to the other to determine how closely each conforms to standard English.
15. Direct pupils to keep a language notebook, including summaries of lessons, important language concepts, language items which cause particular difficulty, and corrected written drills. Always have pupils correct their own work.
16. The tape recorder can be used in many ways to help pupils acquire standard oral English skills. For example, record short stories, interesting prose passages, news articles, etc., and have pupils listen

with earphones to the recordings. The use of earphones concentrates auditory attention. These pupils need **many** listening experiences with standard oral English, along with the lessons. The tape recorder also can be used frequently by small groups of pupils to record their speech and to play back the recordings for criticism and evaluation.

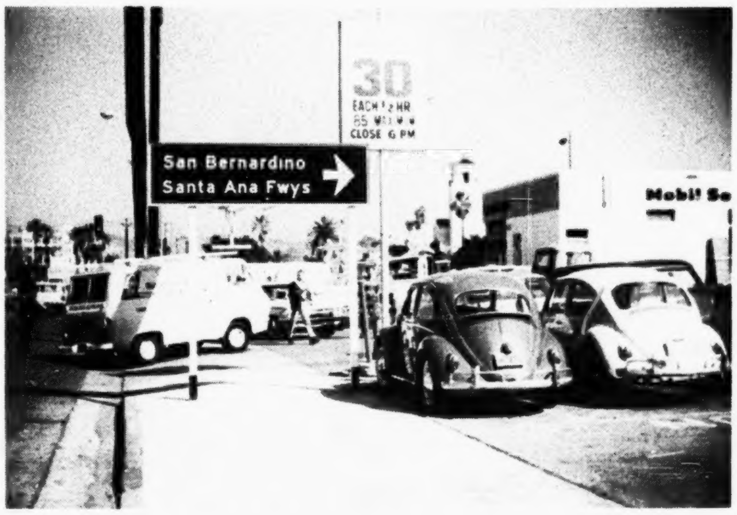
17. Frequently read to pupils, and play recording of dramatizations. Have the pupils listen for both **content** and **language** items.
18. Do not emphasize letter grades in the standard oral English program. Instead, use verbal encouragement as a means of rewarding pupils. A wide range of pronunciation is acceptable as standard. Concentrate on usage items because the range is not great; also, stress that standard usage is of primary importance in academic and vocational success.
19. Engage pupils in conversation as they come into the room. Seek out the pupils and make yourself available to them for these conversations.
20. Always encourage pupils as they speak to use complete sentences. Wait for them to finish; do not supply sentence endings for them if they hesitate.
21. Give pupils opportunities to practice speaking in small groups or in pairs. Avoid requiring them to speak in front of the class, whenever possible.
22. Early in the semester, let pupils become familiar with the tape recorder in an informal manner. Their fascination with the machine often will precipitate conversation. Encourage the training of monitors.
23. Try to take a positive approach in the evaluation of pupils. Often, pupils, when they hear themselves on a tape recording, are their own best judges. Let pupils take the initiative in criticizing themselves.
24. Try to give each pupil a speaking opportunity in which he can succeed. This is an effective means of building self-confidence.
25. Try to select topics which relate to the pupils' interests and experiences.
26. Familiarize yourself with the cultural background of the Mexican-American pupils.
27. Invite members of the Mexican-American community who have achieved positions of success and prominence to speak to the class on the importance which standard English had for them in reaching their vocational goals.


NEW ENGLAND
NORTHERN
MIDLAND
MOUNTAIN
MISSISSIPPI RIVER
OHIO RIVER
SOUTHERN
SOUTHWEST

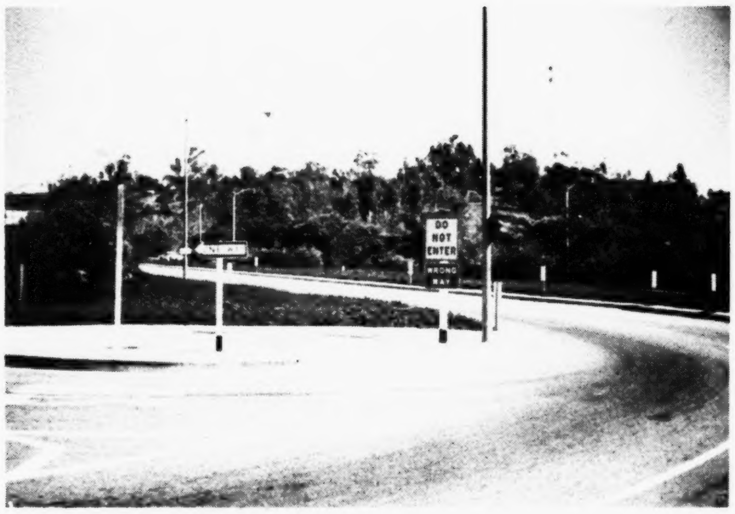
MAJOR DIALECT AREAS OF THE UNITED STATES

Part One
MOTIVATION

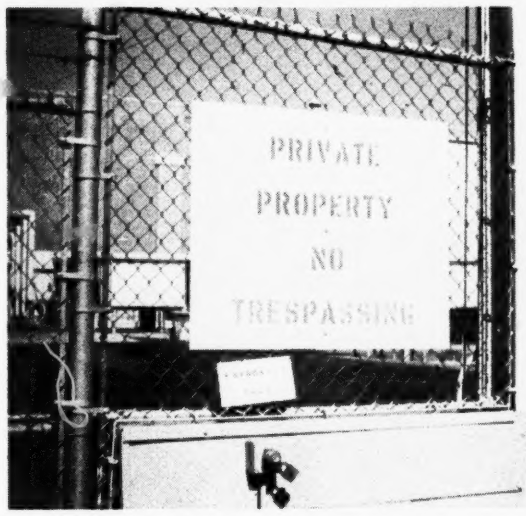
SELECTED FRAMES
FROM THE FILMSTRIP 'The Languages You Speak'


30
CLOSE 6 PM
San Bernardino
Santa Ana Fwys
Mobil

Picture No. 1


DO NOT ENTER
WRONG WAY

Picture No. 3


PRIVATE
PROPERTY
NO
TRESPASSING

Picture No. 5

LESSON 1

THE LANGUAGES YOU SPEAK, PART I

OBJECTIVES: Pupils will understand and be able to express the concept that communication is a means of expressing ideas, feelings, and emotions.

Pupils will understand and be able to express the concept that language is one of many means of communication.

Pupils will understand and be able to express the concept that spoken language is called oral language.

MATERIALS: Tape M1, "The Languages You Speak," Part I

Script, "The Languages You Speak," Part I (Duplicate)

Filmstrip, "The Languages You Speak," Part I (Pictures No. 1 to No. 15)

Filmstrip Projector

PROCEDURE:

Introduction

Establish with class the criteria of a good listening situation. List suggestions on the chalkboard; quiet, attentive, makes notes of points not clear or missed.

Write on chalkboard the three concepts to be covered in this lesson. (See Objectives.) Pupils should be encouraged to start a language section on their notebooks. These three concepts could be the beginning of that section.

Class should now be ready to listen to "The Languages You Speak," Part I.

1. **Play tape "The Languages You Speak," Part I.** The tape begins, "Language, what is it?...." Be sure you have a projector set up with filmstrip essential to this lesson.
2. Stop tape recorder in places marked in the script by a series of asterisks, and use the filmstrip pictures in their numbered order at the places indicated.
3. Lead pupils in an evaluation of the material presented.
4. Upon completion of the tape, reinforce the objectives through class discussion.

FOLLOW-UP

I. Direct pupils to re-read the script, noting carefully important words and listing them; for example,

communication, language, conversation, eavesdrop, interpretation

Direct pupils to establish exact meanings of words and to reinforce their understanding of the words by using them in sentences.

II. Ask pupils to seek out a photograph, drawing, or any visual aid that communicates a feeling or emotion to the observer.

Have pupils organize a short oral presentation that expresses what they sense or feel regarding their picture. Have pupils explain also what in the picture evokes this feeling or reaction.

III. Have pupils list the traffic signals or signs they encounter regularly on the way to school.

Have pupils discuss the actions to be taken by either a pedestrian or a driver upon seeing these signs.

Have pupils list all types of warning signs that are generally encountered.

Discuss the purposes of the various warning signs.

Have pupils list any other types of signs or symbols that are commonly seen and which direct the observer to take some action.

Lead a general discussion of these signs or symbols.

IV. Direct pupils to list a variety of animals and establish what words describe the way each animal communicates; for example,

horse – **whinny**; donkey – **bray**; dog – **bark**

Encourage a general discussion of why animals communicate. Motivate pupils to relate personal observation of animal communication through either sounds or action.

THE LANGUAGES YOU SPEAK, PART I

BOY: Language, what is it?

TEACHER: It is a means of communication.

GIRL: What's communication?

TEACHER: Communication is a way of expressing ideas.

BOY: Only ideas?

TEACHER: No, emotions or feelings, too.

GIRL: Well, don't all animals do that?

TEACHER: Yes, it is believed all living creatures have a way of communicating.

*(Different animal sounds – lion, apes, rooster, horse, bird, cow)

BOY: What are they saying?

GIRL: The lion sounded hungry – or maybe it was angry – or perhaps he was calling his girlfriend.

BOY: (Wolf whistle)

GIRL: Don't be silly, that's a different kind of wolf. Besides, there wasn't a wolf; it was a lion.

TEACHER: Come on now, let's get back to communication and language. It is probably true that all these animals were communicating. We may not understand what they roar, bark, whinny, shriek, or whistle, but another member of their group does. We do know that they watch, sound alarm, have mating calls, announce their hunger, and so on and on. They are expressing their minds and their feelings.

BOY: Yes, but people do that too.

GIRL: Yes, but we use words.

TEACHER: Not always. Tell me what I'm saying.

Huh, huh (yes)

Huh, huh (no)

Huh? (question)

Hum (doubt)

* * * * * * * *

(Stop recorder for interpretation.)

TEACHER: Let me prove the point further. See that couple over there--the one where the man's engrossed in reading the sports' page and his wife seems to be browsing through the rest of the paper--

BOY AND GIRL: Huh, huh.

TEACHER: Let's eavesdrop on their conversation.

Wife: I see by the paper there are over three billion people in the world today. Imagine how many different languages they must speak.

Husband: Hmm.

Wife: Listen to this. It says here that there are more families of languages among the American Indians than in all of Europe and the Near East.

Husband: Uh.

Wife: Well, everyone knows Indians don't talk. They just grunt.

Husband: Uh -uh.

Wife: Are you listening? Well, are you?

Husband: (Now puts down his paper) Hmm?

Wife: Are you listening?

Husband: Huh, huh.

Wife: Grunt!

Husband: Uh!

Wife: But say something. What do you think?

Husband: U-u-u-u-uh – Some people talk. Some people grunt.

GIRL: She certainly understood him.

BOY: And he didn't say a word.

TEACHER: That's right – In this world we live in, the people who live in it have many ways of communicating many ideas.

*(A variety of sound effects: police siren, air raid, siren, telephone bells, railroad crossing wig-wag, automobile horn, radio code communication, clock striking)

* * * * * * * *

(Stop recorder for interpretation.)

TEACHER: We also have these ways of communicating our ideas and feelings. Listen, see if you can identify the message each of these is trying to put over.

*(A variety of musical interpretations: fanfare, sinister, Christmas, funeral, circus, teen-age)

BOY: Anybody want to dance?

GIRL: Oh, keep quiet!

TEACHER: We could go on listing and hearing all the sounds we have developed for communicating our ideas or feelings besides grunts and sounds such as: sirens, bells and horns, or the various types of music, but unfortunately we don't have time.

BOY: It's true not all of our communication is through sounds; we have also developed symbols, such as writing.

GIRL: That's right, writing is actually a series of symbols for the sounds we make.

TEACHER: Think of all the symbols you see every day that tell you what to do. Take a look at these. They should refresh your memories.

* * * * * * * *

(Stop recorder.)

*(Teacher shows a series of pictures from the filmstrip, No. 1 through No. 9, of stop signals, R. R. crossing, exit, entrance, caution, etc., and asks class to explain the action that is expected.)

BOY: Each of the pictures expressed a very important idea. You should have received a message from each of the word symbols.

GIRL: Yes, and a person who couldn't read could have received the message by the shape of the sign or its color.

TEACHER: Which means that we also use shape or color to communicate ideas.

BOY: Stop is red, and go is green.

TEACHER: That's very correct. Man has used color and shape to communicate his ideas and feelings for a long time. Have you ever seen pictures of the old cave paintings?

GIRL: Sure--man uses paintings and pictures to put over his ideas and feelings.

TEACHER: Very good. Here let's look at these, for example. Now, be ready to explain the feelings or ideas the painters had in mind.

*(Teacher shows a series of pictures from the filmstrip, No. 10 through No. 15, of cave drawings, impressionistic painting, calendar art, cartoon, abstract and photograph of dramatic action and asks class to explain the idea or feeling conveyed by the artist.)

BOY: In paintings it is not always easy to get the message the painter is trying to communicate.

GIRL: That's true, but if we react to the picture, he's communicated something.

TEACHER: You're both quite right--but let's go on with communication. What other ways do we use to communicate our feelings or ideas?

BOY: Hmm, well, flags--as they used in the Navy.

GIRL: Well, even our own flag is a symbol.

TEACHER: Yes, what else?

BOY: Applause.

GIRL: A traffic cop giving hand signals.

BOY: A referee at a game.

GIRL: A conductor before an orchestra.

BOY: How about talking?

TEACHER: Of course, that is the most common. Listen to all these situations involving talking that we encounter every day. Let's see if you can identify the situation.

1. (Children playing, laughing, shouting, talking)
2. (A portion of Lincoln's Gettysburg Address)

   .....We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do it.

3. (Voices on the telephone)

   --Number please

   --345-6789

   --Thank you

   --The line is busy. Would you like me to ring again?

   --Yes, keep trying, please.

   --Thank you. Hold the line. (Pause)
   The line is clear. Here is your party.

4. (Advertisement)

--Rinky Dink, Rinky Dink, Rinky Dink is good.
Rinky Dink, Rinky Dink, is great.
Rinky Dink, Rinky Dink, is cool.
Rinky Dink, Rinky Dink, is blue.
And blue is the color of my true love's drink.
Have you had the great blue drink--
Rinky Dink?

5. (A Negro boy asking for a date)

Hey, baby, how 'bout making it to the gig wit me tonight? I know it'll be swingin' 'cause that's what's happening. It's going to be a groove. You dig? I'll bust by your pad in my short and we can split 'bout 8:00.

6. ("As You Like It," Act II, Scene 1)

Jacques: All the world's a stage and all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages.
At first the infant, mewling and puking in the
Nurse's arms; and then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then a lover.

TEACHER: O.K. Let's have a quick review.

GIRL: Language is a means of communication.

BOY: Communication is a way of expressing our ideas and feelings.

GIRL: And there are many kinds of communication.

BOY: Huh, huh, we can grunt.

GIRL: And talk, whistle, applaud.

BOY: How about bells and horns, flags and signs.

GIRL: Music and paintings.

BOY: Photographs.

GIRL: Talking.

TEACHER: O.K. O.K. That's enough for now.

* * * * * * * *

(End of "Languages You Speak," Part I)

LESSON 2

THE LANGUAGES YOU SPEAK, PART II

OBJECTIVES: Pupils will understand and be able to express the concept that many things determine the language a person speaks: his type of employment, sex, national origin, and age; occasion or situation; and history and geography.

Pupils will understand and be able to express the concept that many languages have contributed words and terms to our language.

MATERIALS: Tape M2, "The Languages You Speak," Part II

Script, "The Languages You Speak," Part II (Duplicate)

PROCEDURE:

Introduction

Have pupils list all the things they know that determine how a person speaks. Have pupils share their findings with class, and list them on the chalkboard as pupils volunteer them. Lead a brief discussion on the causes for these differences in ways of speaking, giving special emphasis to employment, sex, national origin, age, occasion or situation, history, and geography.

1. Review with pupils objectives learned from the previous lessons.
2. Review with pupils good listening techniques.
3. **Play tape "The Languages You Speak," Part II.** The tape begins, "Before we get involved...."
4. Stop the tape recorder at the place marked in the script by a series of asterisks and discuss with pupils the reason for this form of oral English.
5. Upon completion of the tape playing, reinforce the objectives through class discussion.

FOLLOW-UP

I. Direct pupils to write their own dialogue or monologue that would illustrate one of the following:

1. Job of the speakers
2. Sex of the speakers
3. National origin of the speakers
4. Age of the speakers

Tape various pupils reading their scripts.

II. Have pupils bring a picture from a newspaper or magazine to class.

Direct pupils to write a dialogue of what they think the people in the picture might be saying. Encourage pupils to try accents. Impress on the pupils that the dialogue must reflect the job, age, sex, and national origin of the people.

III. Direct pupils to make up lists of words of foreign origin that are commonly used in English.

Have various pupils look up the meanings of the words which are new to some members of the class. (The teacher should have a prepared list in anticipation of how difficult it is to recall without previous preparation.)

IV. Ask pupils to discuss differences of names for the same object with members of their family. Have them make a list and bring it to class; for example, couch, sofa, divan.

Write on the chalkboard "pupils' contributions." (Be prepared to add some of your own.)

With the aid of a map, point out where these differences are found.

Have pupils list objects or actions that have more than one name; for example, film, movie, show, cinema, motion picture.

THE LANGUAGES YOU SPEAK, PART II

TEACHER: Before we get involved further in our study of languages--what it is and what it does--, let's review what we learned last lesson.

BOY: One. Language is a means of communication.
Two. Communication is a way of expressing ideas, feelings, or emotions.

GIRL: Remember the lion, the wolf?

BOY: *(A long wolf whistle)

TEACHER: Stop that!

GIRL: And three. Man has many ways of expressing his ideas, feelings, and emotions.

BOY: Yes, for example, sirens and bells; signs; symbols; photographs; pictures; writing and music.

GIRL: Spoken language--or oral language--is the most common means of communication.

TEACHER: Very good. You should be able to recall: Lincoln's Gettysburg Address.

BOY: Rinky Dink (giggle)--well, you know what I mean--advertisement.

GIRL: And that guy asking for a date.

BOY: The actor.

GIRL: The voice on the telephone.
(Mimic) What number are you calling?

TEACHER: Very good. You have good memories. I'm sure you are keeping in mind that all these people communicated their ideas or feeling through oral English--spoken language, that is.

BOY: However we don't understand all the English that is spoken--unless we are in the know. Here, for example--listen to this, and see if you understand it.

DOCTOR: Alimentation is taken into the mouth which is the beginning of the alimentary canal, a musculomembranous tube about nine meters long, extending from the mouth to the distal orifice, and lined throughout its entire extent by mucous membrane. The process receives different names in the various parts of its course; at its commencement is the mouth, where the provision is made for the mechanical division of the food, this is mastication, and for its admixture with a fluid....

BOY: For those of you who aren't in the know, that's a doctor telling you in his language what happens to food after you chew it.

TEACHER: Here's one I'm sure the girls will understand.

FASHION REPORTER: It is to be understood that the new Britannic couturiers do not fulfill our expectations and it is, as usual, the Gallic contingent that is controlling both ends of this season's gowns. That is to say, the elevation of the decolletage, as well as the line that either covers or exposes the patella. However, the new textiles, especially the synthetics by DuPont, are taking over the industry, for they guarantee a new relaxed attitude toward laundering. Balenciaga and the House of Fath, as well as Givenchy, have used these new textiles in their summer lines....

GIRL: I'm with her--I hate to wash clothes--and I think that skirts ought to be short.

BOY: So that's what she was talking about--women's clothes.

TEACHER: That's right. Now try this one.

MECHANIC: I'll tell you what's wrong Mister Smith. Your poppet valve is sticking in the valve seat, causing your tappets to knock--Understand? If you don't get it repaired, the whole upper head of your engine will burn out, including the entire valve train and your cylinder heads. Understand? In addition, this condition is causing the cam timing to be off, creating pre-ignition in the manifold, and furthermore....

GIRL: He isn't communicating with me, but I suppose it's because he was speaking the language necessary for his job. Isn't it interesting that each job or profession has its own language?

TEACHER: Very interesting--Now try this one.

MUSICIAN: Say Baby, that cat was really cookin'! Really! He's blowin' some sounds that are out of sight! Did you dig on the way he was soulin'? I ain't heard riffs like that since Pres or Bird were makin' it. That cat's sayin' a whole lot.

* * * * * * * * *

(Stop tape recorder and identify.)

TEACHER: Do you think you could guess who this is?

ASTRONAUT: . . . . looking machine.
The clam shells are on. The short clam shell, but they are open wide. Evidently the bolts are blown and we will pick up now that voice communication between Hawaii and Gemini IX.
Go ahead, Gemini IX.
Gemini IX, all right.

GIRL: Sounds like an astronaut.

TEACHER: I figured you'd guess that one. Yes, it is one of our astronauts. Now, it should be clear that each job has its own language. Well, so we conclude that the thing you do for a living determines the language you speak.

BOY: Are there other things that determine language?

TEACHER: Sex does.

GIRL: What?

TEACHER: I mean whether you are male or female. Men don't speak like women, nor do women speak like men.

GIRL: That's true--I wouldn't use the same sort of words that boys use.

TEACHER: Well, the difference is more than just the strong words. It's the kind of word, and how they use them. Suppose a man did speak like a woman, he might sound like this:

MAN: Would you believe it, on the way to work I passed by Brooks and Sons, and what do you think I saw? I could have died. It was the cutest looking shirt and tie combination. The shirt had the most marvelous looking stripes; they were black on this heavenly blue background and the tie was just out of this world; it had the heavenly blue of the shirt but just the tiniest-teeniest little black design. It was just too much, so I just scooted in and bought it. I'm already regretting it because I saw that awful George wearing a very similar thing. Oh, I could just scratch his eyes out.

BOY: I get it--there are certain words that a woman uses in a special way.

TEACHER: Right. What else do you think determines language?

GIRL: Well, age does. Little kids don't speak like adults.

TEACHER: Very true. Now wouldn't it be silly if--let us say--a college professor spoke like a little kid, and the little kid spoke like a professor?

PROFESSOR: Hey little girl, watchoo doin'?

SUZIE: My dear sir, I am reading Carlyle's tome on the French Revolution.

PROFESSOR: The French Revolution? Does it have any pitchers?

SUZIE: Only those pictures you can visualize in your mind. For some of the concepts stated within this volume are too elusive to illustrate through any artist's media.

PROFESSOR: Gee whiz, what's a book without pitchers?

SUZIE: It is regrettable that your perceptual ability is so limited that you cannot conceive a visual image. However, my good man, because of your maturity, I feel it might be possible to discuss with you some of the various social, political, economic groups of the septemdecillion and octodecillion centuries.

PROFESSOR: All right, but talk slow, 'cause I gotta think.

SUZIE: Shall we first consider the theories proferred by Rousseau in the *Social Contract?*

PROFESSOR: Yeah, that sounds real good.

TEACHER: We certainly can conclude from this, that age also determines the way you speak.

BOY: What else determines the way people speak?

TEACHER: Where they come from?

GIRL: You mean they might have an accent or something like that because they learned English as a second or third language?

PERSON #1: You are quite right young lady. I don't speak English like most Americans because I have just recently come from *Puerto Rico.*

PERSONS #2, #3, #4, #5: I don't speak English like most Americans because I have just recently come from *Germany (Colombia, Europe, Bulgaria, Iran).*

TEACHER: Accents are very common in our country, for people from all over the world have come to make this their home.

BOY: So far, we've learned that your job, your sex, your place of origin, and your age determine what language you will speak.

GIRL: Goodness, what else?

TEACHER: The occasion or the situation.

BOY: You mean that there are times that I speak one way, and at other times another way?

TEACHER: Yes, listen to these two situations involving the same person.

NARRATOR: In the front office, Charles Jones is greeted this way after returning from a business trip.

PERSON #1: Hi Chuck, what's new? How was New York?

PERSON #2: Did you get yourself lined-up with that chick I told you about?

PERSON #3: You must've had a good time; you look terrible.

CHARLES: I had a ball. Wait until the old man sees the tab.

(Pause)

NARRATOR: Now let us see the same Charles Jones in the boss's office making his report.

BOSS: Good morning, Charles. We trust your trip to New York was most successful. Your appearance reflects nothing but accomplishment. Sit down, please.

CHARLES: Thank you, sir. I brought along my expense account.

BOSS: Just leave it with the cashier on the way out. Now let's get to the report.

BOY: In other words, the language you speak is greatly determined by whom you are speaking to?

GIRL: Is there anything else that determines the way you speak? So far we've learned that your job, your sex, your age, where you come from, and the situation or occasion.

TEACHER: History. Now listen to this, for this particularly affects us in California. Large sections of our country were once parts of other nations, and English didn't become the first language until rather recently. For example, in Louisiana, French is widely spoken because it once was a French possession. It wasn't until 1804 that Louisiana became part of the United States. In Texas, New Mexico, Arizona, California, and even Southern Kansas, Spanish is widely spoken because all this great area at one time belonged to Spain or Mexico. Do you know there are approximately three and a half million Spanish-speaking people in our country?

BOY: There are other groups that have formed large colonies in our country because they found areas which were exactly like those in their home countries.

TEACHER: Right. Well give us some for instances.

BOY: Well, Swedish and other Scandinavians in Minnesota. The Portuguese along the New England coast and in many places on the West Coast. The Italians in those areas where grapes can be grown for wine, or in those areas where they can fish. Germans in the vast farming areas of the Great Plains. Other groups settled in some large cities because they felt there was more opportunity there.

GIRL: Oh yes, like the Chinese in San Francisco.

BOY: The Puerto Ricans in New York.

GIRL: And the Irish in Boston.

TEACHER: Yes, there are many places throughout our country where we will find large groups of non-English speaking people. Yet, these people are all part of this country. As we said, for reasons in our history, these people settled in these areas and contributed to our way of life and our language.

GIRL: But how do they contribute to our language if they don't speak English?

TEACHER: Very simple. Do you know these Spanish words in our language: patio, lasso, rodeo, adobe, coyote, chili, avocado, plaza, corral, bonanza, mustang?

BOY: Here are some French ones: coupé, fiancé, valet, cafe, premier, depot, picayune, and boulevard.

GIRL: I have some--these are all Italian: spumoni, minestrone, pizza, macaroni, spaghetti.

BOY: I'll have some of each.

GIRL: Funny!

TEACHER: Here are some German ones: hamburger, pretzel, frankfurter, delicatessen, lager beer, kindergarten, dumb.

BOY: How about some Yiddish ones: kibitzer, phooey, schnozzle, schmalz, shmo.

GIRL: The Chinese gave us: chow mein, kowtow, tea.

BOY: This is all very interesting, but some English doesn't have accents, but it's different.

TEACHER: You mean like an Englishman's English is different from an American's English?

BOY: Well, yes, sort've. For example, we might give directions like this: Lookit, Jack, when you get off the streetcar, get off the pavement, and get on the sidewalk, go two blocks, turn right, there's a drugstore on the corner, take the elevator down to the garage. You can't miss it.

MAN: But an Englishman might say it this way:

ENGLISHMAN: All right. You mean, when I get off the tram, I get off the road, get on the pavement, take the second turning to the right, there's a chemist's shop on the corner, I take the lift down to the garage. What do you mean, I can't miss it?

GIRL: Here in our country we have people who'll do the same thing with the language but in a different way.

TEACHER: You are talking about dialect. Dialect is a variety or a different way of speaking English. We have many varieties of dialect. There are: New England, Midland, Southwest, Southern, Negro, Brooklyn. In some, the difference is in pronunciation of words. For example, in the East they say *interesting,* in the Mid West they say *interestin',* in the Far West they say *intresting.*

BOY: Yeah, we say radio, but in other parts of the country rah-dee-o, and for radiator they'll say rah-dee-ay-tor.

GIRL: How about *oil* and *erl, goil* and *girl?*

BOY: *Vigor* and *vigah.*

TEACHER: In some, the difference is in a complete use of the word. In the West, we say hotcakes, out in other parts of the country we'll hear pancake, johnny cake, or griddle cake.

GIRL: We say dragon fly; elsewhere it is darning needle, snake feeder, mosquito hawk.

TEACHER: When you eat chicken do you find a wishbone?

BOY: No, a pulley-bone.

GIRL: Do you fish in a *creek?*

TEACHER: No, I fish in a *brook.*

BOY: And I in a *run.*

TEACHER: However, I prefer the *branch.*

GIRL: Oh, please, let's stop here. You've given me too much to learn already.

BOY: Yes, we have talked about all those things that determine how we speak: our job, our sex, our place of origin, our age, the occasion or the situation, history, where we settle and live.

GIRL: We also learned that each major group that settled in certain areas made contributions to one language, with words such as plaza, corral, mustang, spaghetti, hamburger, kibbitz, coupé, and boulevard.

BOY: We also learned that not everybody speaks the same way.

GIRL: Yes, some people have what is known as a dialect.

BOY: And dialect is a variety, or a different way, of speaking English.

TEACHER: Let's talk more about this next time.

* * * * * * * *

(End of "Languages You Speak," Part II)

LESSON 3

THE LANGUAGES YOU SPEAK, PART III

OBJECTIVES: Pupils will understand and be able to express the concept that dialect is a variation, or a different way, of speaking a language, and that dialect is largely determined by geographical isolation, social isolation, and concentration of people in small areas.

Pupils will understand and be able to express the concept that dialects are acceptable and effective means of communication.

Pupils will understand and be able to express the concept that standard English is the English most often used by most persons when it is necessary to communicate with other persons.

Pupils will understand and be able to express the concept that the way people speak reflects their background.

MATERIALS:
Tape M3, "The Languages You Speak," Part III
Script, "The Languages You Speak," Part III (Duplicate)
Display Map, "Major Dialect Areas of the United States"

PROCEDURE:

Introduction

Ask class members if they can tell the difference between an accent and a dialect. Have pupils determine what causes accent. Have pupils make a list of American dialects they know. Have members of the class who are able to mimic dialects do so; for example, Brooklynese, Pennsylvania Dutch, Texan.

(A definition of **dialect** is given in the Objectives of this lesson.)

1. Review with pupils all previous objectives. Pupils may refer to their script.
2. **Play tape "The Languages You Speak," Part III.** The tape begins, "Now let me check on you...."
3. Stop tape recorder in places marked in the script by series of asterisks. Be ready to refer to the Display Map, "Major Dialect Areas of the United States."
4. Discuss the meaning of these words, as related to the Objectives of the lesson.
   1. dialect
   2. isolation
   3. mannerisms
   4. crossroads
   5. pitch
   6. metaphoric
5. Direct pupils to use the above words in sentences.
6. Review the pupils' sentences with the class.
7. Upon completion of the tape playing, reinforce the following important concepts:
   1. Dialectal language is acceptable, but it is important to be able to communicate in standard English.
   2. The way in which you communicate tells who and what you are.
8. Review with the class situations that pupils agree would require standard English.
9. Preview the semester's work with the class.

FOLLOW-UP

I. On a map of the United States, have pupils indicate areas where there are dialectal differences.

Ask pupils to determine what caused these differences.

Have pupils then list literary selections or stories they know that may have come from these areas.

(The teacher should be prepared to offer titles for the various areas. See following Supplement for Lesson 3.)

II. Direct pupils, as part of a library lesson, to select a book from a specific dialectal area.

Have pupils copy passages in which dialect is used.

Record pupils' readings of these passages.

Play back the recordings for evaluation by the class members.

III. Have pupils who have a dialect pair-off and write up a situation dialogue--first in dialect; then in standard English.

Record both presentations.

Have the class compare, analyze, and evaluate the presentations in terms of which language was more acceptable in the specific situation.

IV. Pair off pupils and show them a series of photographs from the newspapers or news magazines. Have them role play the conversation they feel might be taking place.

Record some of these role playing situations and play back the recordings for class evaluation.

SUPPLEMENT

Malmstrom, Jean and Ashley, Annabel "Literary Selections Illustrating American Dialects," *Dialects U.S.A.* Champaign, Illinois. National Council of Teachers of English, 1963, pp. 55-58.

POEMS

Benet, Stephen Vincent	"The Mountain Whippoorwill" (Georgia)
Dunbar, Paul L.	"The Turning of the Babies in the Bed," "A Coquette Conquered" (Uneducated Southern Negro)
Field, Eugene	"Seein' Things" and others (Midwest)
Frost, Robert	"Death of the Hired Man" and other dialogues and monologues (New England)
Furman, Lucy	"Ballad of Kents and Fallons" (Kentucky Mountains)
Helton, Roy	"Old Christmas Morning," "Lonesome Water" (Kentucky Mountains)
Lanier, Sidney	"That's More in the Man Than Thar Is in the Land" and others (Middle Georgia)
Lowell, James Russell	*Biglow Papers* (Boston Yankee)
Riley, James Whitcomb	"When the Frost Is on the Punkin," "Watermelon Time," "The Little Town of Tailholt," "The Ole Swimmin' Hole" (Indiana)

SHORT STORIES

Benet, Stephen Vincent	*Thirteen O'Clock* (Georgia)
Cable, George Washington	*Old Creole Days* (New Orleans)
Cather, Willa	*Obscure Destinies* (Nebraska)
Dunne, Finley Peter	*Mr. Dooley in Peace and War, Mr. Dooley's Philosophy, Mr. Dooley Says, Mr. Dooley on Making a Will,* and others (Chicago Irish)
Freeman, Mary Wilkins	*A Humble Romance and Other Stories, A New England Nun and Other Stories, People of Our Neighborhood* (New England)
Garland, Hamlin	*Under the Lion's Paw* (Midwest)
Harris, George Washington	*Sut Lovingood Yarns* (Tennessee)
Harris, Joel Chandler	*Uncle Remus: His Songs and His Sayings, Nights With Uncle Remus, Mingo and Other Sketches in Black and White, Free Joe and Other Georgian Sketches* (Middle Georgia)
Jewett, Sarah Orne	*Country of the Pointed Firs and Other Stories* (New England)
Kober, Arthur	*Ooo, What You Said!, Pardon Me for Pointing, My Dear Bella, That Man Is Here Again, Bella, Bella Kissed a Fella* (New York City Yiddish)
Murfee, Mary Noailles	("Charles Egbert Craddock"). *In the Tennessee Mountains* (East Tennessee)
Page, Thomas Nelson	*In Ole Virginia* (Negro of the Virginia Plantation)
Runyon, Damon	*More Guys and Dolls* (New York City)
Singmaster, Elsie	"The Belsnickel" (Pennsylvania Dutch)

Stuart, Jesse	"Uncle Jeff," *Head o' W-Hollow,* "Another April," *Tales from the Plum Grove Hills* (Kentucky)
Note:	*American Book Collector,* September, 1958, issue, is devoted to Jesse Stuart and contains full bibliographical data for 260 short stories by Stuart.
Townsend, Edward	"Chimmie Fadden," *Major Max and Other Stories, Chimmie Fadden Explains, Major Max Expounds* (New York City)
Twain, Mark	"The Celebrated Jumping Frog of Calaveras County," "Baker's Blue-Jay Yarn" (Far West)
West, Jessamyn	"The Battle of Finney's Ford" (Quakers)

NOVELS

Cable, George Washington	*The Grandissimes, Madame Delphine* (New Orleans)
Cather, Willa	*O Pioneers!, My Antonia* (Nebraska)
Eggleston, Edward	*The Circuit Rider* (Southern Indiana)
Haun, Mildred	*That Hawk's Done Gone* (East Tennessee)
Murfee, Mary Noailles	("Charles Egbert Craddock"). *The Prophet of the Great Smoky Mountains* (East Tennessee)
Page, Thomas Nelson	*Red Rock* (Negro of the Virginia Plantation)
Perry, George Sessions	*Hold Autumn in Your Hand* (Texas)
Rawlings, Majorie Kinnan	*The Yearling* (Northern Florida)
Simms, William Gilmore	*Guy Rivers, Richard Hurdis, The Border Beagles* (Old Southwest Frontier) *The Partisan, Mellichamp, Katharine Walton, Woodcraft, The Forayers* (South Carolina)
Smith, Seba	*My Thirty Years Out of the Senate, Life and Writings of Jack Downing* (Maine)
Twain, Mark	*Roughing It* (Far West) *Huckleberry Finn* (Mississippi River)

PLAYS

Bradford, Roark	*John Henry* (Louisiana, Mississippi)
Greene, Patterson	*Papa Is All* (Pennsylvania Dutch Region)
Kober, Arthur	*Having Wonderful Time* (New York City Yiddish)
Van Druten, John	*I Remember Mama* (San Francisco Norwegian)

THE LANGUAGES YOU SPEAK, PART III

TEACHER: Now, let me check on you. What were we talking about last time?

BOY: Dialect.

GIRL: That's right.

TEACHER: O.K., what is it?

BOY: Well, dialect is a variety, or a different way, of speaking a language.

TEACHER: Yes, what else?

BOY: Well, in our country there are many dialects.

TEACHER: Yes, let's take a look at this map, for example.

* * * * * * * *

(Stop tape recorder and study the Display Map, "Major Dialect Areas of the United States."

GIRL: What causes a dialect?

TEACHER: Now, that is a good question. A number of things do. First, some of the things we have already learned, such as the origin of the people, and history. Then, we have geographic isolation, concentration of people in small areas, and social isolation.

BOY: Isolation? What's that?

GIRL: That means being cut off. Being alone.

TEACHER: Very good. Take for example, people who live in the mountains, or in areas where it is very difficult to get to. They have very little contact with other people; therefore, they either keep a way of speaking, or their style of speaking develops mannerisms or forms of pronunciation no other group will have. Take, for example, these people. This is a very good case of geographic isolation.

MOUNTAINEER: Naw, I reckon it ain't. You ain't never hearin' of no mountaineer a-shootin' nothin' except revenooers. Less he's gonna eat it. Course we wasn't doin' no shootin' much in my home cause we ain't been able to buy lead to make bullets nohow. But I do be a rememberin' one time my granpappy done got some bullets and he been givin' me three of 'em. An' he said, "Now youngin', I wantcha to fatch out yonder way and I wantcha to jump me some rabbits, and I want three rabbits and I want all three of these here bullets back." "Granpappy, I can't be killin' no three rabbits with one bullet." "I ain't ah aimin' that you could," he be sayin', "but here's what I wantcha to do. You be a goin' out there, you jump 'im and be leavin' that bullet catch 'im an' trap 'im, but don't pass 'im. Now, when you done dressin' that rabbit you get that lead out an' bring it back to your granpappy, an' I'll be leavin' you go huntin' again sometime."

GIRL: Why, he's a hill-billy. Hey, I never thought people really talked like that. I thought they were just putting on.

BOY: No, it's real. There are a great many in the mountains of Tennessee who speak this way. Their towns and communities are difficult to get to; so, therefore, they are what we call isolated. There are other examples of dialect because of isolation--such as New England, but this is more like standard English.

TEACHER: It is easier to understand. Standard English is the name given to the English most often heard in business, on the radio, or TV. If you look at the map, you can see that there are certain areas that are not crossroads for the rest of the nation. You have to plan to get there, because it is not on the beaten path. In such areas, dialects may develop because of isolation.

* * * * * * * *

(Stop tape recorder and study the Display Map, "Major Dialect Areas of the United States," in terms of Areas of Isolation.)

BOY: There are other reasons for dialect aside from geographic isolation. You said "concentration of people in small areas."

TEACHER: Yes, that's right. The most perfect example is this:

SHARON: Gertrude?

GERTRUDE: Yes, Sharon.

SHARON: Gertrude, guess what?

GERTRUDE: How could I guess?

SHARON: Somebody, a certain somebody from our class invited me out for Saturday night.

GERTRUDE: Who?

SHARON: Somebody you would never phantom.

GERTRUDE: So, who already?

SHARON: So, I'll tell you what happened. He comes up to me and he says, "I wish to ask you for a date, if you're not busy Saturday night." Imagine the nerve. Here it's already Tuesday, and he asks if I'm not busy Saturday night. So I says to him, "Listen, I'm busy now, and I'm busy Saturday night, so try another week." Right Gertrude?

GERTRUDE: Oh, absolutely right.

SHARON: So he says, "I happened to know that you've been so busy these last four weekends, that you go to the late show with your girl friend. And the big deal of the evening is Schrafft's for a soda." So I said to him, I said, "If anyone's been telling you I have been with a girl friend those last four Saturday nights, produce him. What are you, my mother? Give birth to me or something?" How do you like that nerve? Can't take "no" like a gentleman.

GERTRUDE: Oh Sharon, I tell you, start up with you. He ought to know better.

SHARON: That's right.

GERTRUDE: So what'll we see this Saturday night?

GIRL: Oh, I've heard that before.

BOY: But it sure is hard to understand.

TEACHER: Right, but if you know how it came to be, it is easy to understand why it is so hard on the ears. During the late 1800's and early part of this century, many people from Europe came to the United States. They came boat load after boat load. They were Germans, Scots, Portuguese, Irish, Scandinavians, Czechs, Slavs, Italians, Frenchmen, Greeks, Turks, Russians, Poles, and on, and on. All speaking their own languages. They came here because our country offered them security, safety, hope. Most settled first in New York City because it was the gateway to the rest of the country. However, in the city they had to live in very crowded sections. Well, imagine pouring into a small area hundreds and thousands of people all speaking different languages and all trying to learn English at the same time.

GIRL: It must have been terribly noisy.

TEACHER: It certainly was, and the result was this English you have just heard. It is in reality a mixture of accents, and pronunciation, and mispronunciation, and high pitch.

BOY: Hm, it is all understandable, but not clear.

GIRL: You also said that social isolation made dialect. What's that?

TEACHER: Well, social isolation means that barriers are set up by one group of people that keep another group from having contact with the world beyond the barriers, and, therefore, they are deprived of the experiences and knowledge that comes from having contact with outside groups of people. As a result of this isolation, they develop a way of life and language that is a variety of the other way of life and language. The American Negro is our best example of this. Many American Negroes have a manner or variety of speech that is quite unique. Of course, we all know the history of the Negro and how they came to this country. We should also realize that they were forced into a social isolation which through the years reinforced or emphasized their manner of speech. What is so marvelous is how we feel the influence of their language. There is one area where the Negro dialect is the language primarily used for communication.

BOY: Is it in music?

TEACHER: Yes, that's right.

BOY: I know that terms like these came from the Negro dialect--jam, gig, and swingin', and drivin', blowin', wail, skins, eight-eight, bop, jazz, blues, funky, smilin', finger-poppin-toe-tappin', and cool baby.

GIRL: Well, doesn't a lot of our slang come from musicians' jargon?

TEACHER: Yes, it does.

BOY: These slang terms had their beginning there too--hip, split, rags, fox, boss, tough, fuzz, and groove; bread, soul-sister, foul, grease, dud, and dude.

TEACHER: It is a remarkable dialect because it is metaphoric.

BOY: Meta--what?

GIRL: Metaphoric.

TEACHER: That fancy word means it creates mental pictures. For example, this expression:

NEGRO: That dude sho' dun his hog las' night. He was drivin' home from a gig, tore-up and he hit a telephone post.

TEACHER: It means: A man wrecked his car. Hog is car. Some cars do look like large hogs. Gig is a party. Tore-up means he was a bit inebriated. Tore-up certainly does give one a clear picture of his condition. In other words, a man under the influence of alcohol was returning home from a party and wrecked his car.

Now listen to this carefully. See how much you understand.

1st NEGRO: Say man, what happened to your eye?

2nd NEGRO: Well, it was like this. I was at this gig rappin' on this rib, and this dude come up and started Bogartin' on me. So I told the dude to flake off and cool it. And guess what? The dude fired . Busted me up side my eye.

1st NEGRO: What did you do, Man?

2nd NEGRO: I fired back. Then we got one on, right then and there at the party. Me and that dude were nubbin' awhile. After I dusted him off, then he came back bop talkin' some old off the wall stuff.

1st NEGRO: What you say to him?

2nd NEGRO: I just shined him on.

GIRL: It's understandable, but it's kind've a struggle. Some of the expressions aren't quite clear.

BOY: Yeah, what does rib mean?

TEACHER: Oh, that means girl or woman. It must come from Adam's rib. Remember that's how Eve was born. See what I mean by metaphoric?

GIRL: All this about dialect is most interesting. I hadn't really thought about it before.

BOY: Do we have a dialect out here in the West?

TEACHER: Yes, and no, because we are an area in development. People from all over the United States are constantly moving in and about this area. Perhaps when it begins to quiet or settle down, a dialect may develop. At present, it is mostly the way some people pronounce certain words, they may say ruff for roof; kidding for joshing, spoofing, or teasing.

GIRL: What?

TEACHER: Forget it. I'm only teasing, kidding, joshing, or spoofing because I'm tired, exhausted, beat out, used up, whipped, all in, and just plain bushed.

BOY: Are there any other dialects?

TEACHER: There are a few more. Let's see if you recognize this one.

TEXAN: Well, the only way I could ever git a word in sidewise. I have three sisters and a brother down there you know at the kitchen table. An' all I could do was fun 'em. I learned to satirize 'em. You know Bob, honest goodness, that's the way I did. And-a I's scared to jump mama straight, you know. I never come into her straight. I would make fun of one of her friends. I remember I used to git, I pretend I was callin' the roll for a club she belonged to. I'd take an ol' dominicker hen an' hold her wind pipe an' I'd say Sister Talley, an' I'd turn that hen. She's go squawk.

BOY: I know that variety of speech--that's a Texan dialect.

GIRL: Oh, show-off.

TEACHER: Right. It is quite different from most of the other southern dialects because it developed differently. Texas is made-up mostly of people who came from many of the other southern states. Therefore, their language is a mixture of different other dialects and accents.

GIRL: Isn't it interesting that the way you speak shows so much about your background and history?

BOY: Yes, but is it always right to speak in your dialect? We had a bit of trouble understanding some of the dialects we heard.

TEACHER: But people who speak in the dialect understand each other. Isn't that the important thing--to be able to communicate with each other? They can make their thinking and feelings understood to those around them, like their friends and families.

GIRL: But we don't spend every moment of our day with our friends and families.

BOY: No, blast it! We have to work for a living.

TEACHER: And that means you have to communicate with your boss and the other employees.

GIRL: And certain jobs require you to have contact with lots of people.

TEACHER: But the use of languages that is understandable by all is not required only in a business situation. Let us say a person who is a stranger to an area asks a native for directions. The situation might go like this.

TRAVELER: Ah, could you direct me to the main highway?

NATIVE: Sho' can. You go down this road a piece to some barrens; but just before you git to the barrens, you'll cross a bottom, which shouldn't be flooded cuz the branch done be dry this time of the year. Yonder beyond the barrens you'll come to some buttes. Count 'em. At the third, you turns right and heads south for the flats. Watch for the cavvy because it will be feedin' there. You takes the north road at the fork and you go straight into town and the pavement.

TRAVELER: The barren?

NATIVE: Yep.

TRAVELER: The bottom?

NATIVE: Yeah.

TRAVELER: The branch, the third butte, the cavvy, then the pavement. Is there anybody around here goin' into town?

TEACHER: What's the problem?

GIRL: Why the poor man is no better off than he was before he asked for directions.

TEACHER: Here's another situation.

MAN: I got the miseries.

DOCTOR: Could you describe the type of complaint you have?

MAN: I got the so' thoat.

DOCTOR: You say you have pain in the proximal end of your esophagus.

MAN: I say I got the so' thoat.

DOCTOR: Approximately how long has this discomfort been afflicting you?

MAN: It's not afflictin' me; it's hurtin' me cus I got the so' thoat.

DOCTOR: Ah, could you describe verbally the type of pain you perceive?

MAN: I don't receive no pain in the verbally, but my thoat is so'.

GIRL: Why, neither is communicating with the other because neither is using standard English.

BOY: Standard English! What's that?

GIRL: Hmm, you weren't listening when we were told that standard English is the English most often spoken in business and generally heard on radio and TV?

TEACHER: Right--it is the English that is spoken in handling the affairs of our country. Here are some examples of people using standard English for reasons that if they didn't use standard English the message would not get across.

John F. Kennedy (Inaugural Address):

I do not believe that any of us would exchange place with any other people, any other generation.--The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world. And so my fellow Americans ask not what your country can do for you; ask what you can do for your country...

* * * * * * * *

(Stop tape for interpretation.)

Radio Announcer:

Astronaut Thomas Stafford, veteran of two other journeys, and rookie Eugene Cernan now are in orbit around the Earth in Gemini IX--which at 6:39 this morning Los

Angeles time, blasted off from Cape Kennedy at a perfect launch under bright sunny skies through which they now are flying at tremendous speed. You heard it live as it happened earlier on KLAC. Metromedia's team of reporters at Florida launch site gave this description of the momentous occurrence.

Blast time nine, eight, seven, six, five, four, three, two, one--ignition of the firing tubes--we are waiting for ignition. There it is. Ready for lift-off. And we have a lift-off. We have a bird. Now the chase through space is under way...

* * * * * * * *

(Stop tape for interpretation.)

CLERK: Yes, ma'am, may I help you?

CUSTOMER: Yes, I'm looking for a pale blue sweater that will match this skirt.

CLERK: Was there any particular style you had in mind?

CUSTOMER: Yes, a slip-over.

CLERK: Short or long sleeved?

CUSTOMER: Short, please.

CLERK: This is a very lovely blue. I hope I can match it.

* * * * * * * *

(Stop tape for interpretation.)

TEACHER: Class!
Class come to order.
Johnny, take your seat.
You, Agnes, out with the gum.
Johnny, John Patrick Michaels, take your seat.
Agnes, that gum.
Very well, class, please take out last night's homework.
John...

* * * * * * * *

(Stop tape for interpretation.)

BOY: But are you saying that this is the only language to use?

TEACHER: Absolutely not. Some people need to hold onto their dialect or accents, because they need these to communicate with people in situations or occasions where those who are listening might take offense or feel that he no longer is a part of them. For a moment, let's put the shoe on the other foot. Let's reverse the situation. For those of you who understand Spanish, the problem will become immediately obvious.

TOURIST: Perdone señor--¿pero me pudiera dirigir a la plaza de toros?

NATIVE: Perdone, favor de repetir. No le comprendí.

TOURIST: Me pudiera dirigir a la plaza de toros. The bull fights, you know. Olé toro.

NATIVE: Ah señora ya entiendo--la plaza de toros. Siga Ud. esta calle hasta el Caballito, una estatua del rey Carlos, allí da vuelta hacia la izquierda y continue unas dos or tres millas hasta el Barrio de San Angel, allí le podran dar más direcciones.

TOURIST: Un momento--let me see if I've got it right--I mean--sí, comprendo. I go--voy--hasta el caballo--allí--I go straight.

NATIVE: No. No, izquierda, ¿cómo se dice? --Left. --Sinestra.

TOURIST: Oh--oh, comprendo--entonces dos millas.

NATIVE: Sí, sí--más o menos.

TOURIST: What? ¿Qué?

NATIVE: Nada, Nada, sígale va bién.

TOURIST: No comprendo.

NATIVE: ¡Ay Dios me libre! --¿Qué le digo ahora?

TOURIST: What? What? I don't understand. --Plaza de toros.

NATIVE: Miré en el Caballito da vuelta a la izquierda. Sigue adelante dos or tres millas hasta el Barrio de San Angel.

TOURIST: Oh, I get it. Comprendo. Está en el Barrio de San Angel.

NATIVE: No señora--en el Barrio de San Angel pide más direcciones. ¡Ay déjelo! ¡Olvídelo! Tome un libre. --¿Ay cómo se dice? ¿Cómo se dice? Ah, sí. Take a taxi.

BOY: The frustration suffered by both persons becomes immediately obvious. Communication has not taken place. They don't speak each other's language.

TEACHER: Obviously, then the important reason for knowing both languages is to communicate.

BOY: Now I get it. It is important to know standard English because, for one thing, it will make it easier to make contact.

GIRL: Yeah, and that means all sorts of new jobs become available.

TEACHER: Clever, clever.

BOY: That means better-paying jobs and opportunities for higher education.

TEACHER: Right.

BOY: And the dialect is important to hold onto because it is necessary for making contact with friends, family, and the community.

GIRL: In other words, two languages will be spoken.

TEACHER: Yes, two languages.

BOY: But the most important thing is to communicate and to be understood.

GIRL: Right, because people judge you by how you speak.

BOY: Yeah, your mouth tells who you are.

GIRL: And what you are.

BOY: Therefore, it is absolutely necessary to be able to speak standard English.

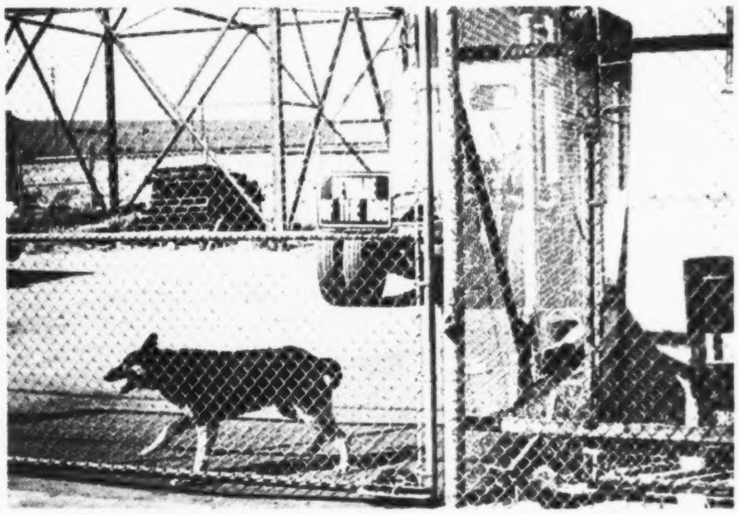
GIRL: It is absolutely necessary to communicate with people in a way that says you are somebody and you count.

(End of "The Languages You Speak," Part III)

Part Two

LESSONS, B7 SEMESTER

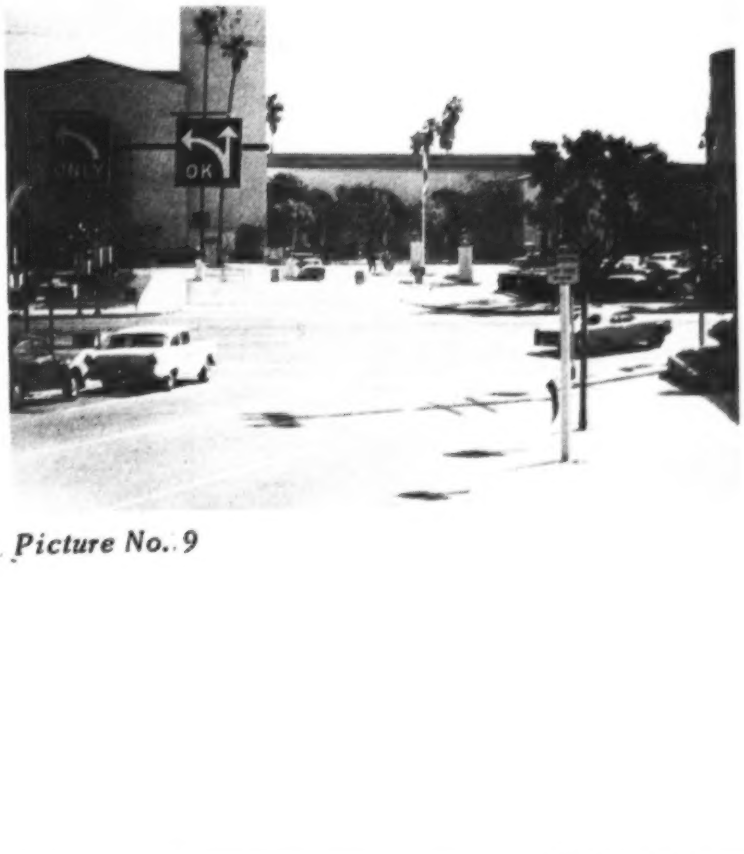
SELECTED FRAMES
FROM THE FILMSTRIP 'The Languages You Speak'



Picture No. 7

CROSSING
RAILROAD

Picture No. 8



Picture No. 9

LESSON 4

CH-SH SOUNDS

OBJECTIVES: Pupils will be able to pronounce clearly the **CH** and **SH** sounds.
Pupils will be able to hear the difference between the two sounds.
Pupils will be able to differentiate in usage between the two sounds.

MATERIALS: Tape B1
Worksheet--Lesson 4

PROCEDURE:

Introduction

Motivate interest by having individual pupils read a tongue-twister which has been written on the chalkboard: "She chooses to share her chair with a child at the church by the shore."

1. Carefully explain physiological mechanics involved in pronouncing the **CH** and **SH** sound. (Refer to Pronunciation Chart.)
2. Pronounce the following words. Ask individual pupils to pronounce them.

A	B
1. chair	1. wash
2. child	2. short
3. choose	3. shore
4. change	4. shake
5. check	5. shame
6. chalk	6. hush
7. catch	7. ship
8. church	8. blush
9. such	9. shirt
10. much	10. should

3. Have various individual pupils pronounce the words in order, or in groups of five; or, devise other variations for this drill.
4. **Play tape for Drill 1.** The tape begins, "It is important to make a clear distinction between the **CH** and **SH** sound..." Supervise for correct pronunciation.
5. Identify words in Step 2 by letter and number, and call on individual pupils to pronounce them; e.g., A8 (church), B9 (shirt).
6. **Play tape for Drill 2.** The tape begins, "Listen to the pronunciation of these pairs of words..." Guide pupils through pronunciation drill.

A	B
1. chair	1. share
2. cheat	2. sheet
3. chip	3. ship
4. chore	4. shore
5. chime	5. shine
6. cheer	6. sheer
7. chin	7. shin
8. chop	8. shop
9. cheap	9. sheep
10. chalk	10. shock

7. **Play tape for Drill 3.** The tape begins, "Listen to following groups of words..." Words are read from comparative drill of Step 6 in groups of three in which one of the words is said twice. Have pupils identify the word which is said twice by circling it (Section B of the worksheet).

	A	B	C
1.	chair	share	share
2.	cheat	sheet	cheat
3.	chip	chip	ship
4.	chore	shore	chore
5.	chime	chime	shine
6.	cheer	cheer	sheer
7.	chin	shin	chin
8.	shop	shop	chop
9.	cheap	cheap	sheep
10.	chalk	shock	chalk

8. Call on individual pupils to read single words.
9. Select pupils to read the following sentences orally.
    1. She wishes she had a chunk of cheese.
    2. We could hear her chatter all over the church.
    3. The sand at the shore makes this type of chore difficult.
    4. Mary chomped her gum loudly.
    5. The crash shattered her best dishes.
    6. It is said witches chew hash as they fly.
    7. You cheated on three sheets of paper.
    8. Did John kick you in the shin or chin?
    9. The sheik wears no shoes and walks with crutches.
    10. Charles chose a shirt with chalk stripes.
10. Select pupils to record the above sentences on tape and, with class assistance, analyze the clarity of their pronunciation.
11. Have pupils summarize the important points of the lesson.
12. Have the class members practice reading the narratives below to each other, in preparation for the next day's recording.

NARRATIVE #1:

Nacho Camacho is a new boy at our school; he just came from Michigan. Nacho has shown that he's a real sharp athlete. He did the 100-yard dash in the best time of our whole class. We were shocked because he chose to run without shoes. He's so great he smashed all records. Charles said he cheated, because he jumped the gun. Coach Sanchez shamed Charles for saying such a thing. He should have cheered him on like the rest of us. Charles then went up to Nacho and shook his hand and told him he wished he could do as well.

NARRATIVE #2:

Shirley was shaking as if she had chills. She said she had a pain in her chest. The teacher sat her in a chair and sent for Miss Churn, the nurse. When Miss Churn arrived, Shirley was the color of chalk. The shocked look of Miss Churn told us she didn't know what was wrong. We all started to chatter about what was wrong. A careful search by Miss Churn showed that nothing was wrong, only that Shirley was choking on a chunk of chewing gum. Miss Churn took Shirley out to her office. Later Shirley returned white as a sheet, but no longer choking. Charlotte said in her usual charming way, "I bet you won't chew gum for a long time." Shirley was so mad she kicked her in the shin.

13. Direct pupils to write a sentence for each **CH** word in Step 2.
14. Ask for volunteers to read their sentences.

SUPPLEMENT

1.	shoes	choose
2.	sheik	cheek
3.	shore	chore
4.	shatter	chatter
5.	shoe	chew
6.	wishes	witches
7.	she's	cheese
8.	shows	chose
9.	marsh	march
10.	mash	match
11.	lash	latch
12.	hash	hatch
13.	crush	crutch
14.	cash	catch
15.	dish	ditch

FOLLOW-UP

I. Tape record two or three pupils reading Narrative 1 or 2.

Play back the tape and evaluate and analyze the readings.

Repeat this process two or three times, depending on class interest.

II. Write on the chalkboard words with **CH** sound that pupils volunteer.

Have pupils copy the list from the chalkboard for later drill and reference.

Assign the writing of a paragraph or dialogue in which the **CH** word is emphasized.

Ask for volunteers to read their compositions and tape record selected pupils reading their compositions.

Have pupils evaluate the readings.

III. Encourage pupils to write nonsense tongue-twisters that emphasize the **CH** and **SH** sounds.

Have pupils trade tongue-twisters, or select the best, and write them on the chalkboard for reading by volunteers.

Emphasize the importance of saying the tongue-twister quickly and clearly.

IV. Select a short reading, containing several paragraphs, from the classroom text.

Direct pupils to read the selection quietly, giving special attention to the **CH** and **SH words.**

LESSON 5

WHO AM I?

OBJECTIVE: Pupils will be able, with confidence, to express orally certain basic and important facts about themselves.

MATERIALS: Tape B2
Worksheet--Lesson 5
A Pupil Personal Information Form, completely filled out by the teacher on himself, a fictitious student, or a leading personality

PROCEDURE:

Introduction

Direct pupils to answer the question "Who Am I?" with three descriptive words.

Encourage pupils to select three words that truly describe them as a person; for example,

a. boy, athletic, student
b. talented, hardworking, happy
c. dancer, Mexican, mechanic

Discuss with pupils the importance of being able to answer questions about themselves--emphasizing such things as self-respect, dignity, and good image.

1. Distribute Pupil Personal Information Form.
2. Explain to pupils the importance for accuracy and completeness in filling out forms.
3. Draw from pupils reasons why personal information forms are important. Write the reasons on the chalkboard.
4. **Play tape for Drill 1.** The tape begins, "The following silly narration..." Pupils will hear a fictitious pupil tell about himself.
5. Read to pupils the Pupil Personal Information Form that you have previously prepared on yourself or a fictitious pupil, carefully pointing out the technique used; for example,

   My name is John Smith. I live at 222 North Washington Boulevard, Los Angeles, California. My telephone number is AXminister 4-5677. I was born on April 26, 1933, in Los Angeles, California. My age is __________, etc.

6. Ask a pupil to narrate information. (Tell pupils that they do not have to give all of the information on sheet orally; they may exclude any information they believe is too personal to share with the class.)
7. Guide the pupils in evaluation of a single pupil's presentation.
8. Direct the pupils in pairing off to practice their presentations.
9. Ask three pupils to record their presentations. (Pupils first selected should be those who are reluctant participants in class activities.)
10. Guide analysis and evaluations of various presentations. Encourage pupils to point out errors in pronunciation, usage, etc.
11. Repeat Steps 8 and 9 until the majority of pupils have had an opportunity to participate.

FOLLOW-UP

I. Direct pupils to create a fictitious character and to make up a Pupil Personal Information Form on him.

Pair off pupils to practice an interview situation, with pupils alternating in the roles of interviewer and interviewee.

Ask for volunteers to make presentations to the class.

Record pupils' presentations.

Direct pupils to analyze and evaluate the presentations.

II. Guide pupils in filling out a Pupil Personal Information Form on either a historical or a contemporary personality.

Encourage various members of the class to play the roles of interviewer and interviewee.

Record pupils' unrehearsed presentations.

Direct pupils to analyze and evaluate the presentations.

PUPIL PERSONAL INFORMATION FORM

1. Name ______________________________

2. Address ______________________________

3. Telephone ______________ 4. Date of birth ______________

5. Place of birth ______________ 6. Age ______________

7. Father's name ______________ 8. Mother's name ______________

9. Number of brothers ______________ 10. Number of sisters ______________

11. Age of eldest child in family ______________ 12. Age of youngest child in family ______________

13. Father's type of work ______________________________

14. Father's place of employment ______________________________

15. Mother's type of work ______________________________

16. Mother's place of employment ______________________________

17. Father's place of birth ______________________________

18. Mother's place of birth ______________________________

19. Are there any other people living in your home, besides your parents and brothers and sisters? Who are they?

    1. ______________________________
    2. ______________________________
    3. ______________________________

20. What language do you speak with your parents? ______________________________

21. What language do you speak with your brothers and sisters? ____________

22. What is your favorite subject in school? ____________

23. Why? ____________

____

24. What subject do you like the least? ____________

25. Why? ____________

____

26. How much time do you spend every day watching TV? ____________

27. What three programs do you enjoy the most? ____________

    1. ____________
    2. ____________
    3. ____________

28. How often do you go to the movies? ____________

29. What are three recent films that you enjoyed very much?

    1. ____________
    2. ____________
    3. ____________

30. What are the names of the junior high schools you have attended?

    1. ____________
    2. ____________
    3. ____________

31. What are the names of the elementary schools you attended?

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________ 6. ______________________

32. If you could have any three wishes, what would you wish for?

1. ____

2. ____

3. ____

LESSON 6

COMPARISON OF ADJECTIVES

OBJECTIVES: Pupils will be able to differentiate between the comparative and superlative forms of adjectives.

Pupils will be able to use properly the comparative and superlative forms.

MATERIALS: Tape B3
Worksheet--Lesson 6

PROCEDURE:

Introduction

Show the class two objects that are similar, yet have marked differences; for example:

> two oranges (one small, yellowish in color; the other large, more orange in color); two books (one large deep-red; the other small, thick, light-red); two boys (one small, light-haired, thin; the other tall, dark-haired, solid).

Direct pupils to list the differences they note about the objects or persons. The pupils could write sentences comparing their size, color, and shape.

1. Working with the responses that are given in the above activity, show that when two things are involved, the comparative form is used, which is formed by adding **er** to the modifier or placing **more** before it. (**More** usually is placed before words of more than two syllables.) This concept can be further reinforced by comparing other objects in the room.
2. Explain the superlative in the same manner, by presenting three objects to the class and having the pupils compare them. Show that when more than two objects are involved, the superlative form is used, which is formed by adding **est** to the modifier or placing **most** before it.
3. Ask pupils to complete the comparative development of the following words: **big, slow, important, tired.** Write their answers on the board.
4. **Play tape for Drill 1.** The tape begins, "How many times have you heard expressions like these?..." Guide pupils in repeating the following words. Emphasize those marked with an asterisk (*).

1.	big	bigger	biggest
2.	fat	fatter	fattest
3.	strong	stronger	strongest
4.	beautiful	more beautiful	most beautiful
5.	brilliant	more brilliant	most brilliant
6.	important	more important	most important
7.	slow	slower	slowest
*8.	bad	worse	worst
9.	fast	faster	fastest
*10.	good	better	best

5. **Play tape for Drill 2.** The tape begins, "After hearing each single word..." Guide pupils in completing the following comparisons:

		Comparative	**Superlative**
1.	yellow	____________	____________
2.	blue	____________	____________
3.	small	____________	____________
4.	good	____________	____________

	Comparative	Superlative
5. smooth		
6. tall		
7. bright		
8. studious		
9. elegant		
10. bad		

6. Ask volunteers to use various words in comparative or superlative forms in sentences; for example, **worse, best, fatter, biggest.**

7. **Play tape for Drill 3.** The tape begins, "Repeat the following patterns as you hear them...."

   1. He is tall.
      John is taller than Henry.
      John is also taller than George.
      He is the tallest of the three.

   2. Pedro is tired.
      He seems more tired than his brother.
      He seems more tired than his sister.
      He seems to be the most tired of the family.

   3. Maria is very beautiful.
      She is more beautiful than Sylvia.
      She is even more beautiful than my sister.
      She is among the most beautiful girls in the world.

   4. Ed is very athletic.
      Juan is more athletic than George.
      Ed says he is more athletic than Juan.
      Juan says, "No, I'm more athletic than you. I am the most athletic person in school."

   5. Ann is very talkative.
      She is more talkative than Mary.
      She is more talkative than any girl I know.
      She is the most talkative girl in school.

8. Explain how a slot drill works. A series of sentences will be given in which the underlined word is compared. Afterward, the pupils are to insert other key words which will be given. For example, write the following on the chalkboard:

   Mary has a red dress.
   It is redder than Dolores'.
   It is the reddest of them all.

   Key word: **dirty**

   Mary has a dirty dress.
   It is dirtier than Dolores'.
   It is the dirtiest of them all.

9. Guide pupils into pairing off, and direct them to practice the following slot drills.

   1. Mary has a red dress.
      It is redder than Dolores'.
      It is reddest of them all.

      Key words (to insert into slots): **dirty, new, old, beautiful, elegant**

   2. John is a good mechanic.
      He is a better mechanic than Ed.
      He is the best mechanic in school.

      Key words: **poor, bad, clean, messy**

3. Mr. Smith is a great coach.
   He is greater than Mr. Jones.
   He is the greatest coach in this area.

   Key words: **easy, brilliant, lazy, able**

4. Mary is a good cook.
   She is better cook than her mother.
   She is the best cook in the family.

   Key words: **fine, fast, bad, slow**

10. Guide paired-off pupils in developing their own drills, and record these drills.

FOLLOW-UP

I. Direct pupils to select two objects which are somewhat similar--for example, two desks, or two students--and write a comparison.

Select students to read their comparisons.

Guide the class members through evaluating the correctness of the use of comparisons.

II. Repeat the above activity, using three persons or three similar objects.

III. Direct pupils to read a selected short story which has two outstanding characters.

Have pupils write a comparison of the two characters.

IV. Select pupils to tape record their comparison of the characters from Activity III, above.

Guide the class members through a critical analysis of the presentations.

LESSON 7

MY SCHOOL DAY

OBJECTIVES: Pupils will be able to relate with confidence and accuracy their school program and activities.

Pupils will be aware of the importance of giving information accurately and with assurance.

MATERIALS: Tape B4
Worksheet--Lesson 7
Copy of school master program with teachers' names

PROCEDURE:

Introduction

Ask one of the more spontaneous pupils of the class to tell about his school day. What is it like? Where does he go? What does he do? With whom does he spend the day?

Have the class members evaluate how well informed and organized the pupil was in his presentation. Have members of class state any weaknesses they may have found in the presentation.

Lead the discussion into the importance of making a well-organized presentation.

1. Establish with the class the importance for accuracy in recording information. Write pertinent reasons on chalkboard.
2. Distribute blank Program Forms.
3. Aid pupils in filling out the forms.
4. **Play tape for Drill 1.** The tape begins, "I am Louis Lopez..." The tape demonstrates form the pupils will use in their oral presentations. Analyze the technique used and guide pupils through adapting the method to their programs. (Tape should be played a second time for reinforcement of technique.)
5. Ask for a volunteer to report to class using his program as a guide. Prior to presentation, teacher should draw from pupils those points that make for a good presentation.
6. Guide pupils through analysis and evaluation of the presentation.
7. Direct pupils to pair off and practice their presentations.
8. Tape record presentations of pupils in groups of three or four.
9. Guide pupils in analyzing and evaluating the presentations.
10. Repeat Steps 8 and 9 until the majority of the pupils have participated.

FOLLOW-UP

I. Direct pupils to pair-off and prepare a dialogue in which one interviews the other regarding his program. Pupils should alternate.

Tape record pupils interviewing each other. Encourage the class members to evaluate.

II. Have pupils in groups of three or four create a fictitious character in a school situation, or in any situation they wish.

Have one of the group assume the role of the fictitious personality; then, have a pupil outside the group interview him about his day or his background.

MY SCHOOL DAY

LAST NAME: ____________________ FIRST NAME: ____________________

SCHOOL: ____________________

SCHOOL ADDRESS: ____________________

GRADE: ______ HOMEROOM: __________ HOMEROOM TEACHER: ____________________

PRINCIPAL: ____________________

PERIOD	CLASS	ROOM	TEACHER
I			
II			
III			
IV			
V			
VI			

LENGTH OF SCHOOL DAY: ____________________

LUNCH PERIOD: ____________________

SCHOOL SOCIAL OR SPECIAL INTEREST CLUBS: ____________________

____

____

WHAT TYPE OF A STUDENT ARE YOU? ____________________

WHAT DO YOU THINK YOUR FINAL GRADES WILL BE? ____________________

____

____

WHAT ARE YOUR PLANS AFTER YOU LEAVE THIS SCHOOL? ____________________

____

____

LESSON 8

DOUBLE NEGATIVE

OBJECTIVES: Pupils will be able to use the negative construction effectively.

Pupils will recognize the double negative as a nonstandard construction.

MATERIALS:

Tape B5
Worksheet--Lesson 8
Worksheet--Lesson 8 Follow-up

PROCEDURE:

Introduction

Write the following words on the chalkboard: **no, more, never, not, nothing, no one, neither, nor, hardly, scarcely, can't, won't, wouldn't, shouldn't.**

Ask the pupils what these words have in common. Once the class determines that they all are negative words, have various members of class use them in sentences. Write some of their sentences on the chalkboard. Be alert to any double negatives.

1. Develop several negative sentences, using "props" in the room.
   For example, indicating a pupil who has nothing on his desk, ask, "What does he have on his desk?" (Answer: "He has nothing on his desk" **or** "He doesn't have anything on his desk.") If any double negative answers arise, be sure to examine them as nonstandard structures.
2. **Play tape for Drill 1.** The tape begins, "In English we have many negative words...." The girls will be directed to repeat the question, and the boys to repeat the answer. At the end of the drill, the girls will be directed to repeat the answer and the boys to repeat the question.

1. Does she ever go there?
No, she never goes there.

2. Does he have any fun?
No, he doesn't have any fun.

3. Will you dance with me?
No, I won't dance with you.

4. Was anybody angry?
No, nobody was angry.

5. Did he carry something?
No, he didn't carry anything.

6. Do you ever watch television?
No, I never watch television.

7. Do they have any luck?
No, they don't have any luck.

8. Will he write us?
No, he won't write us.

9. Was anybody lost?
No, nobody was lost.

10. Did they say something?
No, they didn't say anything.

3. Pair-off the pupils and have them alternate in asking and answering the questions.
4. **Play tape for Drill 2.** The tape begins, "Answer the following questions negatively...."
    1. Do you need any records?
    2. Did Ralph try some new tricks?
    3. Did Louis hit any home runs?
    4. Did mother make any tacos today?
    5. Did they find some secret treasure?
    6. Do we have any work to do?
    7. Does it rain any time in July?
    8. Does Al have some records to play?
    9. Do they speak any foreign language?
    10. Do you want some candy?
5. Vary Drill 2 practice by calling on individuals to answer the questions.
6. **Play tape for Drill 3.** The tape begins, "Answer the following questions in the negative...."
    1. Does he ever smoke behind the garage?
    2. Do you ever get into trouble?
    3. Did you ever go to Hazard Park?
    4. Did you ever visit Marineland?
    5. Did they ever tell you the secret?
    6. Did she ever lose weight?
    7. Does he ever go to baseball games?
    8. Did he ever run the 440?
    9. Does the class ever play tricks on the teacher?
    10. Did you ever fall asleep in class?
7. Vary Drill 3 by calling on individuals to answer the questions.
8. Ask individual pupils the following questions, telling them to use the word in the parenthesis in the answer.

1.	Was anyone absent yesterday?	(nobody)
2.	Was anything missing from the purse?	(nothing)
3.	Did either appear before the judge?	(neither)
4.	Was either John or Mary late?	(neither-nor)
5.	Will he ever do what he is told?	(won't)
6.	Will she ever do her laundry?	(never)
7.	Does he ever help her?	(never)
8.	How many were missing from the box?	(none)
9.	Does Charles give his father anything?	(nothing)
10.	Did Tom do his work?	(didn't)
11.	Aren't they ever at home?	(never)
12.	Is he rich?	(isn't)
13.	Do you want a coke?	(don't)
14.	Did either one go to the dance?	(neither)
15.	Did anybody pass the test?	(nobody)
16.	Have they done their homework?	(haven't)
17.	Does she ever give homework?	(doesn't)
18.	Has Alice seen this show?	(hasn't)
19.	Can Irma cha-cha?	(can't)
20.	Should you stay out late on a school night?	(shouldn't)
21.	How many were left?	(none)
22.	Does Mrs. Smith give an A?	(never)
23.	Will our team win?	(won't)
24.	Has Rudy asked Carmen to the dance?	(hasn't)
25.	Does our school have a swimming pool?	(doesn't)

9. Give pupils an opportunity to make up their own questions and to address them to each other.
10. Tape record the above activity for playback. Emphasize the correctness of the answer.

FOLLOW-UP

I. Ask pupils the following questions and call on volunteers to answer them using one of these three words: **hardly, barely, scarcely.**

1. Does he ever cheat?
2. Can she reach the top of the cupboard?
3. Can Pete understand Spanish?
4. Did Sylvia make it to the party?
5. Is he tall enough to be a policeman?
6. Does Mary earn enough to buy new clothes?
7. Does Ruth have enough right to pass the test?
8. Is the room big enough for 40 chairs?
9. Can a Volkswagen hold five people?
10. Does the park have enough room to play baseball?

Have pupils write their own questions that require **hardly**, **barely**, or **scarcely** in the answer.

Direct pupils to ask each other questions. Answers may be tape recorded for playback review that emphasizes the correctness of the answer.

II. Direct pupils to find interesting paragraphs in their literature books or novels and to change them so they read negatively.

Ask for a volunteer to read his paragraph to the class.

Tape record a pupil reading his paragraph.

Encourage the pupil to evaluate and analyze the playback.

III. Direct pupils to make the following sentences standard.

1. He wouldn't say nothing.
2. I don't want to do nothing.
3. I haven't seen no one.
4. He hasn't been no place.
5. I don't have no money.
6. I didn't say nothing.
7. I haven't no pencil.
8. He couldn't say nothing.
9. I don't get no help.
10. I haven't done nothing yet.

IV. Direct pupils to pair off and develop a quick dialogue in which one pupil is the affirmative and the other is the negative. The dialogue probably will consist mostly of an exchange of questions. Pupils may read the dialogue below as a sample.

1: I just came back from the new art center. Isn't it great?

2: You like it? I didn't think it was really good. What did you like about it?

1: I liked the whole place. The large pools around the buildings make the whole thing look great. Don't you like that?

2: No, I don't like the way they come up to the edge of the building. Do you think all those statues are good?

1: Yes, I do. It's modern. I don't understand you. The whole place is beautiful. Now, you have to admit the way they show the pictures is good.

2: No, the lighting is no good. It makes you feel crowded in there. Don't you get that feeling?

1: No, there is nothing but space. You really haven't been there, have you?

2: Yes, I have. I guess I don't like modern things. I prefer old things that look like they have been around a long time. You know they are much better.

1: Good yes, but not really better. Doesn't something have to be new before it's old?

2: Of course, but that's not what I mean. Modern things don't have any real, you know, feeling about them.

1: You are all wrong. Now don't tell me you don't like the Civic Center. Isn't it great to see what they've done? Los Angeles is becoming a real city.

2: I don't see anything beautiful about it. They knocked down all those great houses on Bunker Hill. They should have saved some of them.

1: Oh, forget it. You shouldn't have been born in this century.

LESSON 9

LIKES AND DISLIKES

OBJECTIVES: Pupils will be able to state certain definite opinions and back them up with clear, logical thinking.

Pupils will be able to orally express opinions in a manner that reflects self-confidence and assurance.

MATERIALS: Worksheet--Lesson 9

PROCEDURE:

Introduction

Write on the chalkboard the words **like, dislike**. Have pupils volunteer synonyms and near-meaning words. List their contributions under the proper word. Discuss with the class members what make likes and dislikes. Relate some personal likes and dislikes (exclude foods).

1. **Distribute Likes and Dislikes Form** to pupils and guide them through a preview of the form and its use.
2. Supervise the filling in of forms, especially when it comes to deciding **why** something is liked or disliked.
3. Prepare class for oral presentation and recording by writing the following on the chalkboard or reading it to pupils:
    1. Go over your Column A list carefully and decide why you like, enjoy, prefer, or look forward to the first five things you have listed.
    2. Go over your Column B list carefully and decide why you dislike, hate, look away from, or scorn the first five things you have listed.
    3. Carefully organize an oral presentation on your likes or dislikes. You may want to scribble a word or two to help refresh your memory regarding your first five **likes** or **dislikes.**
    4. Talk your presentation over with your neighbor and get his suggestion for the best possible presentation. You may alter your selection in order to make your best possible presentation.
    5. Once you feel you are ready, let the teacher know, and you will be scheduled for presentation to the class and for recording.
4. Tape record presentations in series of three or four pupils.
5. Guide pupils through analysis and evaluation of their oral presentations.
6. Repeat Steps 5 and 6, until the majority of the class members have participated.

DIRECTIONS: Under Column A, list 10 things you like very much.
Under Column B, list 10 things you dislike very much.
You may list anything except food.

Column A

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Column B

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

FOLLOW-UP

I. Direct pupils to pair off to organize and write dialogues based on their likes and dislikes.

Ask for volunteers to present and record their dialogues before the group.

Play back the recordings after each presentation for critical analysis by the class.

II. Direct pupils to list various things that they like or dislike about their school.

List on the chalkboard the pupils' likes and dislikes.

Ask for five pupils to act as a panel to discuss any three or four of the dislikes. Encourage them to present sound reasoning for what they state. Give the panel an opportunity to organize their thinking.

Record the panel discussion.

Play back the recording for discussion and class evaluation and analysis.

III. Have each pupil write a short paragraph describing what he/she considers to be an ideal adult of his/her own sex.

Ask for volunteers to read their descriptions to the class.

LESSON 10

PRONUNCIATION OF FINAL ED

OBJECTIVES: Pupils will be aware that the final **ED** in the past tense and past participle has three different pronunciations: [d], [t], and [id].

Pupils will be able to pronounce these endings correctly.

Pupils will be able to differentiate among these sounds.

MATERIALS:
Tape B6
Worksheet--Lesson 10
Worksheet--Lesson 10 Follow-up

PROCEDURE:

Introduction

Write these three words on the board: **answered, cooked, added** (in a vertical list). Ask the pupils what the three words have in common. (Expected answer: "They end in **ed.**") Then, ask the pupils what is different **in sound** about these words. (Expected answer: "**Answered** ends in **d** sound; **cooked** ends in **t** sound; **added** ends in **id** sound.")

1. Explain that the ending **ed** added to regular English verbs to form the past tense and past participle has three different pronunciations:

   [t] ---wished
   [d]---failed
   [id]--needed

Note: The rule for the sound **ed** is as follows:

[d] after all voiced consonants, except **d**, and after all vowel sounds

[t] after all voiceless consonants except **t**

[id] a separate syllable after **d** and **t**

2. Give pupils the following verbs:

   1. add
   2. wish
   3. cause
   4. arm
   5. air
   6. ask
   7. box
   8. last
   9. light
   10. fear
   11. cook
   12. repeat
   13. admire
   14. act
   15. work

   Have pupils arrange the past tense of the verbs in three columns, according to the pronunciation. One pupil can write them on the chalkboard, as the others give the answers.

   Answers:

[d]	[t]	[id]
1. caused	6. wished	11. added
2. armed	7. asked	12. lasted
3. aired	8. boxed	13. lighted
4. feared	9. cooked	14. repeated
5. admired	10. worked	15. acted

3. Have different groups of pupils (boys, girls; row 1, row 2, etc.) read the columns of words emphasizing the final consonant sound. Then, individuals may do so.

4. Call on individual pupils to use each of the above words in sentences, again emphasizing the final consonant sound.

5. **Play tape for Drill 1.** The tape begins, "As you know, the past tense of regular verbs in English..." Pupils will repeat each word and write it in the proper column of Part B of the worksheet.

    1. answered
    2. showed
    3. dropped
    4. minded
    5. changed
    6. laughed
    7. decided
    8. learned
    9. defended
    10. watched
    11. advised
    12. cleaned
    13. touched
    14. missed
    15. collected
    16. centered
    17. rained
    18. crowded
    19. honked
    20. liked

6. **Play tape for Drill 2.** The tape begins, "Repeat the following sentences..."

    1. I've **answered** very quickly.
    2. The boys **showed** them how to play the game.
    3. The man **dropped** the package.
    4. Marie **minded** her mother.
    5. We **changed** our clothes several times.
    6. He **laughed** very loudly.
    7. The girls **decided** to form a club.
    8. They **learned** the rules quickly.
    9. In the fight John **defended** his brother.
    10. I **watched** them dance.
    11. Her doctor **advised** her to rest.
    12. They **cleaned** the yard.
    13. Have you **touched** the Blarney Stone?
    14. The child **missed** his family.
    15. He **collected** foreign stamps.
    16. The discussion **centered** on Africa.
    17. Has it **rained** today?
    18. The team **crowded** into the locker room.
    19. He **honked** at the dog in the street.
    20. They **liked** Friday afternoons.

7. For variety, individual pupils may be called on to repeat the sentences in Drill 2.

8. **Play tape for Drill 3.** The tape begins, "Listen to the present tense of the following regular verbs..." Pupils will respond with past tense, emphasizing the pronunciation of the final **ED**.

    1. close
    2. look
    3. fit
    4. pronounce
    5. kick
    6. live
    7. visit
    8. want
    9. play
    10. enjoy

9. Have pupils pair off and use each of the above words in sentences. Circulate among them and tape record sentences, to be played back for evaluation.

SUPPLEMENT

Below is a selected list of the past tense of common regular verbs, divided according to the sound of the final consonant.

Sound of – d

1. admired
2. advised
3. aired
4. answered
5. armed
6. arrived
7. bathed
8. believed
9. blessed
10. bothered
11. called
12. carried
13. caused
14. centered
15. changed
16. charged
17. cheered
18. chewed
19. cleaned
20. closed
21. compared
22. copied
23. crossed
24. declared
25. delivered
26. desired
27. discussed
28. enjoyed
29. erased
30. examined
31. explained
32. feared
33. ironed
34. learned
35. listened
36. lived
37. loved
38. moved
39. offered
40. opened
41. owned
42. played
43. poured
44. preferred
45. rained
46. scared
47. screamed
48. seemed
49. skied
50. smelled
51. smiled
52. stayed
53. studied
54. traveled
55. tried
56. used
57. yelled

Sound of – t

1. asked
2. boxed
3. cooked
4. dropped
5. helped
6. honked
7. introduced
8. kicked
9. laughed
10. liked
11. looked
12. missed
13. picked
14. practiced
15. pronounced
16. shopped
17. smoked
18. talked
19. touched
20. tripped
21. walked
22. washed
23. watched
24. wished
25. worked

Sound of – id

1. acted
2. added
3. attended
4. avoided
5. celebrated
6. collected
7. corrected
8. crowded
9. dated
10. decided
11. decorated
12. defended
13. depended
14. ended
15. fitted
16. graduated
17. hated
18. invited
19. lasted
20. lifted
21. lighted
22. minded
23. needed
24. painted
25. rented
26. repented
27. rested
28. shouted
29. skated
30. started
31. trusted
32. visited
33. waited
34. wanted

FOLLOW-UP

I. Direct pupils to pair off and take turns saying each of the following words aloud. Then, have pupils arrange them in columns, according to the sound of the end consonant, **d**, **t**, or **id**.

1. shopped
2. yelled
3. started
4. poured
5. painted
6. rented
7. cheered
8. ended
9. practiced
10. opened
11. trusted
12. smoked
13. liked
14. erased
15. graduated
16. believed
17. dated
18. needed
19. chewed
20. delivered
21. corrected
22. arrived
23. offered
24. hated
25. honked

Have pupils write sentences with each of the above words, and tape record the sentence.

II. Have pupils find a paragraph in their book which is written in the present tense and rewrite it in the past tense. Tape record pupil readings of these paragraphs.

III. **Play tape for Drill 4.** The tape begins, "Listen to each of the following action words..." Pupils will be asked to give the past tense of the following verbs:

1. cross
2. touch
3. miss
4. rent
5. want
6. watch
7. fear
8. cause
9. paint
10. move
11. lift
12. wash
13. honk
14. carry
15. rest
16. yell
17. shout
18. open
19. advise
20. kick

Play tape for Drill 5. The tape begins, "Answer each of the following questions..." Pupils will be asked to answer each of the following questions in a complete sentence ending with the word **yesterday.**

1. When did the dog cross the street?
2. When did the football touch the goal?
3. When did you miss your bus?
4. When did the family rent the house?
5. When did you want the hot dogs?
6. When did you watch TV?
7. When did the child fear he would fail?
8. When did the parade cause a traffic jam?
9. When did he paint the house?
10. When did the Garcias move?
11. When did the crane lift the box?
12. When did mother wash the clothes?
13. When did Frank honk the horn at her?
14. When did the train carry the cars?
15. When did the troops rest?
16. When did the cheerleaders yell?
17. When did the soldiers shout at the news?
18. When did the teacher open the door?
19. When did the lawyer advise her to sue?
20. When did Johnny kick the football?

IV. Have pairs of pupils practice reading the following dialogue. Tape record as many pairs as possible.

1: Look, the player scored again.

2: He dropped the basketball right in.

1: I haven't screamed and yelled this much in a long time

2: He's got all the crowd excited.

1: Hey, look who's seated next to Rita.
2: Where?

1: There.
2: That's Darlene. When did she get back? She never looked this good before.

1: I hated to see her go.
2: I didn't. She always acted too conceited for me.

1: He's done it again. He played that last one into a score.
2: He tossed it in just as the buzzer went off.

1: I've never liked halftime activities. Let's go and see the girls.
2: Wait a minute. I've got to get rid of this gum. I've chewed all the flavor out.

1: They're leaving. They probably spotted some girl friend--and they're going over to talk-it-up.
2: Are they waving at us?

1: Yeah.
2: They're coming here.

1: How are you fixed for money?
2: All right. Why?

1: We'll have to buy them something.
2: Last time I visited Darlene she ate like a horse.

1: I've always liked girls with little appetites.
2: Me too.

1: Hi, we've watched you all through the game. You waved your arms and jumped up and down like maniacs.

LESSON 11

SPRING, TRAINS, AND BEER

OBJECTIVES: Pupils will be able to make an oral summarization of a story, a personal experience, or someone else's experience.

Pupils will be able to make an oral presentation with knowledge and assurance.

MATERIALS: Worksheet--Lesson 11

PROCEDURE:

Introduction

Write the title of the story on the chalkboard, "Spring, Trains, and Beer." Ask pupils if they can see a relationship among the words. Explain to the class that the story they are about to read is based on a true incident that took place in April, 1966.

1. Distribute copies of "Spring, Trains, and Beer."
2. Review vocabulary with pupils.
    1. explored
    2. adventure
    3. forbidden
    4. incident
    5. locomotive
    6. freight car
    7. tour
    8. conversation
    9. allowance
    10. appetites
    11. commanding officer
    12. bruise
3. Direct pupils to read the story.
4. Review with pupils the important facts; organize these facts in a list on the chalkboard.
5. Ask for a volunteer to give an oral summarization of the story, using the organized facts on the chalkboard as a guide.
6. Tape record the pupil's presentation.
7. Encourage pupils to evaluate and analyze the presentation.
8. Ask for additional volunteers to summarize the story, and tape record each oral presentation.
9. Guide pupils in evaluating and analyzing each presentation.
10. Encourage pupils to relate some adventure of theirs or of some relative or friend.
11. Tape record each oral presentation, and have pupils evaluate and analyze each presentation.

FOLLOW-UP

I. Assign pupils to groups of three or four.

Indicate to class that "Spring, Trains, and Beer" can easily be presented as a radio play.

CAST

Rudy
Henry
Mrs. Brown
Mrs. Ramirez
Yardman
Voice on the Telephone
Man in Milwaukee
Narrator #1
Narrator #2

Help pupils divide the story into character parts and in rehearsing. (Long speeches by a Narrator can be divided into two narration parts.)

Have various groups present their plays.

Have groups not performing act as judges to select the best group presentation for recording.

Tape record the best group presentation. This performance may be shared with other school groups.

II. Select other short stories from class anthologies and repeat the above activity. If preferred, summarization, as in the first day's lesson, can be presented and recorded.

The best presentations could be made part of the tape recording of "Spring, Trains, and Beer" in play form and presented to other classes.

SPRING, TRAINS, AND BEER

by Luis F. Hernandez

Spring has always had a strange effect on people. However, when a boy like Henry--twelve years old, freckle-faced, husky, light-haired, blue-eyed--is put with a boy like Rudy--skinny, tall, thirteen years old, with a pair of glasses that always slips to the end of his nose--and a lovely day in April, when everything is asking to be explored, is added; you have the right mixture for an adventure.

Sergeant Brown and Mr. Ramirez had agreed that the boys and the world about them would be better off if they were separated. Both fathers had forbidden the boys to play together, especially since the incident of the runaway car that tore up Mrs. Lopez' rose garden and eighteen feet of the school's link fence.

The boys had no idea that they would run into each other outside of the main gate of the railroad yard. And how could they turn down Mr. Norton's offer of a tour of the yard and of a new locomotive that had just come in that morning from the East?

Rudy and Henry listened to Mr. Norton and looked at all those wonderful freight cars that had been so many places--places the boys had never heard of. Each car was covered with names of cities and towns from every state in the country. We are sure that it was Mr. Norton's remarks and description of his first trip East, when he was their age, that got the whole thing started.

Rudy and Henry waved goodbye to Mr. Norton and thanked him for the tour. Since the boys lived next door to each other and there was only one road back to San Miguel, their being together could not be avoided. Anyway, by now, the boys had forgotten their promise not to play together.

The warm spring air, the memory of all those strange and wonderful names, and Mr. Norton's story of going East still in their ears, Rudy and Henry pulled up their bikes and stretched out under a great oak. The conversation was, of course, about travel and adventure and that spring vacation had still five days to go. Why not? How far could it be from San Miguel, California, to Chicago?

"There's no school to worry about."

"Mom and Dad would like the chance not to worry about me."

"Besides I don't think they are too happy with me either."

"Yeah, they say we are nothing but trouble."

"Are you chicken to try?"

"You know I'm no chicken. Who started the car?"

"Yeah and who chopped up the school fence?"

"That sure was funny."

"Remember old lady Lopez's face?"

"Well, I'm no chicken."

"We could put the bikes right here in these bushes."

"Mr. Norton said that the big engine was due to come back here in three days."

"Say, I've got $1.50 left from my allowance."

"I've got thirty cents."

"We could jump off every time it stops and grab something to eat."

"Come on, let's go. Old man Norton said it was pulling out at three."

"Chicago--here we come!"

A quick boost-up, and Henry had Rudy into the car; then Rudy pulled Henry in. For a quick moment it seemed almost too dark to stay, but soon they were able to size-up the innards of the car.

"Hey, what's in all these boxes?"

"Beer bottles--empty beer bottles."

"Phew, does it stink!"

"Forget it."

"Look we can stack them up like this and make a bed."

"Forget it. Here is a stack of old sacks. We've got blankets."

"Man! Is this great."

* * *

"Henry, somebody is coming."

"Duck!"

"Who is he?"

"I don't know."

A sudden slam of the freight car door was followed by a quick series of jerks that shook the boxes and rattled the bottles. The whole thing was in motion.

"We're off."

"We made it."

"As soon as we feel we're out of the yard, we'll open the door and let in some light."

"Air--this place stinks!"

The sudden darkness gave Henry and Rudy a rough moment for it was most unexpected, but it wasn't complete darkness, for the air vents on the roof of the car let in two thin beams of light. As soon as they could open the door, the outside view would take away the feeling of being trapped.

"Okay, let's try it."

"It won't open."

"Push harder."

"It won't open."

"We're trapped!"

"It stinks in here."

"Shut up! Your mother will hear you."

* * *

Mrs. Ramirez had just about worn herself out shouting, "Rudy." Mrs. Brown had just returned from the air base. She had seen Sergeant Brown off on a test mission to Florida.

"Hi, Maria! Have you seen Henry?"

"No. I'm looking for Rudy. I've been looking for him for over an hour."

"You don't suppose they are together again."

"They better not be."

"Rudy!"

"Henry!"

Mrs. Ramirez and Mrs. Brown had already settled in their minds exactly what kind of punishment the boys would get when they came home. They were sure the two were together. Mrs. Brown was sure Henry had only waited for Sergeant Brown to leave before he took off with Rudy. They simply were an impossible pair. Why couldn't they be like other kids? Perhaps they should consider moving. It couldn't be too hard to transfer to another base. But, here they had their home, their friends.

The boys had never been this late, not with their appetites. Night became day, and the worry that the Ramirezes and Mrs. Brown felt became fear. The police were notified. Where were those boys? Where could they be? It had now been forty-eight hours. No Henry. No Rudy. Mr. Norton read about the boys in the **San Miguel Citizen.** He called Mrs. Brown and told of his seeing the boys. The police started a search of the area near the freight yard. The bikes were found. This discovery made matters worse. Had they run away--but where, on what? They wouldn't walk, not those two. Of course--they had jumped a train. But which one?

Henry and Rudy soon realized that the trip was going to be a little less than what they had expected. They had tried everything they could to get the door open, but no luck. The first fear of being trapped had them pounding on the door and screaming to get out, but who could hear them with the train in motion? They waited for the first stop. They screamed and hollered for help, but no one heard them. It wasn't long before they were thirsty and hungry. A search of the cases showed that there wasn't a filled bottle in the car. Some had a little beer left. Neither boy had ever liked beer. But when you are really hungry and thirsty, you'll take anything.

"If my Mom could see me now drinking beer, she'd beat me to a nothing."

"I can't stand the stuff. Boy, am I hungry."

"I don't mind not seeing--it's the stink."

"Here, take this one. I think it's got a little more at the bottom."

Sergeant Brown's return from Florida five days later, by order of his commanding officer, caused all the newspapers in the country to pick up the story of the lost boys. San Miguel suddenly became filled with photographers and newsmen who came to get the full story. Mrs. Ramirez and Mrs. Brown were under doctor's care. Mr. Ramirez had left his job and joined Sergeant Brown in giving every possible help in the search for their boys.

The sixth, the seventh.....the thirteenth day passed, and still no news of Rudy Ramirez and Henry Brown.

Rudy and Henry were now really showing the effect of being trapped for nearly two weeks. They had no way of telling direction, and they had lost all idea of time.

To get to all the bottles, they had shifted the cases and caused some to fall on top of them. Their hunger and thirst were no longer a real thing. The only real thing was the fear of never being found. They now understood what it is to worry, to be afraid.

"How do you know when you're dying?"

"I don't know."

"My shoulder still hurts, and my belly's sore."

"Every time this thing jerks, another box comes down."

"I think we're slowing down again."

"Hold on, that's when it jerks the hardest."

Sleep is the one thing that makes time go by very fast. Rudy and Henry had learned to sleep while the car was in motion.

"Henry! Hey Henry, wake up. It's stopping."

"It's stopping."

"Hey, let us out!"

"Hey!"

"Help!"

"Help!"

"Keep yelling, Rudy. Keep yelling."

"Ah, what for? They've never heard us before."

"Hey Mom, help!"

"Mom, Dad, help!"

"Don't cry, Henry."

"Don't you cry. Just keep yelling!"

"Who's crying?"

"Hey, help, Mom, Dad. Oh God, help!"

"Hey, is there somebody in there? Hey, Joe! There's somebody in here."

"Help!"

"Help, open it up. For God's sake, open it up."

"Mom, help!"

"Help!"

"What are you kids doing in there?"

"Is this Chicago?"

"Chicago?"

"Sonny, this is Milwaukee."

"Joe, call the cops, get a doctor. This kid's passed out."

"....Yes, Mrs. Ramirez, we have your boy, Rudy Ramirez. He's all right. Hungry and tired----In good condition----He may never drink beer again, but he's fine...."

"....No, Sergeant Brown, he's not hurt. He has a bruise on his shoulder where one of the cases fell on him. But he's fine----You're being flown up, and you say?----The Ramirezes are coming too?----That's great----The kids will be glad to hear it...."

Fourteen days after the boost-up and the pull-up that started the adventure, there they sit--Rudy and Henry--side by side. They don't realize that their picture is in every paper in the country and that not only their parents but every parent who loves his kid has been worried.

Will Mom and Dad be mad? What will they do? The whole thing was wrong, oh so wrong. But it wasn't supposed to come out that way. Maybe they are right. Maybe being together makes trouble.

"Here they come!"

"Oh Mom, Dad!"

"Mom, I'm sorry. Dad, I promise I'll be good."

"I'll never go near Rudy again."

"Me too, Mom. I won't play with Henry."

"Boy, Dad, did it stink!"

– END –

LESSON 12

SCHOOL SITUATIONS

OBJECTIVES: Pupils will be able to express themselves with confidence in a situation where they make a request.

Pupils will be able to express themselves with confidence in a situation in which they are expected to give information.

MATERIALS: Worksheet--Lesson 12 Follow-up

PROCEDURE:

Introduction

Write the following on the chalkboard:

> Henry is moving from where he lives now to a new house. The change means he will have to transfer to a new school.
>
> What does he do?
> Where does he go?
> What information must he have?

Ask for a volunteer to act as the pupil while you act as the person in charge of making the arrangements. Ask the class members to evaluate what has taken place. What was right? What was wrong?

1. Explain the necessity of having information prepared for certain school situations.
   a. Why is this necessary?
   b. What might happen if you don't have this information?
   c. What experiences have you had at school when you did not have the necessary information?
2. Present the following situation: "A pupil must go to the attendance office to get an excuse for a doctor's appointment that afternoon."
3. Ask what information will be needed. Write items on the chalkboard.
   a. Doctor's appointment slip or note from parent stating date and time of appointment.
   b. The times pupil wishes to leave and expects to return.
   c. The class (or classes) that will be missed.
4. Ask for a volunteer to participate in a dialogue, with the teacher acting as the attendance officer. Tape record the conversation:

   Teacher's questions:

   a. May I help you?
   b. When will you need to leave and return?
   c. What classes will you miss?

   Give the pupil an excuse and direct him to clear with the attendance office upon his return.
5. Play back the recording. Ask the class members to evaluate the dialogue.
6. Direct the pupils to pair-off and practice the dialogue, with one pupil acting as attendance officer and the other as the pupil. Then, the pupils should exchange roles.
7. Tape record dialogues by two or three pairs of pupils.
8. Play back each dialogue and direct the pupils to evaluate it.

9. Direct pupils to pair off and develop a dialogue between a pupil and a counselor, with the pupil requesting a change of program.
10. Tape record dialogue by two or three pairs of pupils.
11. Play back each dialogue, and direct the pupils to evaluate it.

FOLLOW-UP

Pupils may use the following situations to practice impromptu dialogues. One pupil should act as the adult involved, and one as the pupil. The roles could then be exchanged.

I. **Book room**--inquiring about a lost text
   Girls' Vice-principal's Office--inquiring about a lost purse

II. **Boys' Vice-principal's Office**--requesting permission to organize an athletic club
   Health Office--explaining to nurse an ailment or a reason for having been absent for a long time

III. **Principal**--introducing parents to Principal
   Main Office--asking for a bulletin or requesting permission to put a notice in the bulletin

IV. **Library**--asking the librarian for a specific book or for specific information for a report
   Student Store--reporting a broken locker

LESSON 13

IMPROMPTU SPEAKING SITUATIONS

OBJECTIVES: Pupils will be able to organize their thoughts and express themselves clearly in an impromptu situation.

MATERIALS: Worksheet--Lesson 13

PROCEDURES:

Introduction

Explain to the class the need to "think on your feet" in many situations. Elicit from the pupils examples of times when this need is present; for example, in a job interview, when a person is asked to identify himself.

1. Divide the class into three groups. Choose a leader for each group. Seat one of the groups around the tape recorder. Direct the leader to present to a member of his group any one of the situations from the **Impromptu Situation List** below. The leader should continue to do this until all members of the group have participated. Repeat the process until all three groups have participated.
2. **Impromptu Situation List**

   "What would you do if...."

   a. You see an old man lying in the street. He looks very sick. You think he may be dying--but it may be he's just drunk and sleeping it off. There is a policeman standing at the corner.

   b. You are taking an exam. You have studied hard for it. The boy sitting behind you keeps looking over your shoulder to see your answers.

   c. Your friends are gathered at your house. It's turning into a party, but no party was planned. Your baby sister is sleeping in the next room. Your friends want to play records and dance.

   d. You know there's going to be a fight after school. You know boys in both gangs that are going to fight. The vice-principal has warned the boys that they will be expelled if there are any more fights.

   e. You are on your way to school. As you get off the bus, you see a white Chevy stop suddenly at a stop light. A blue Mustang smashes into the back of it. Someone seems to be hurt. You have only five minutes to get to class.

   f. You were given a blouse (shirt) for your birthday, but it was the wrong size. You take it back to the store where it was bought, but the salesgirl seems disinterested and doesn't help you.

   g. You have the vice-principal's permission to be excused from class to attend a meeting. When you take the excused list to your teacher, he says that you may go; but you will have to take a failure on the test that will be given that day.

   h. You see an adult in the hall at school whom you have never seen before. He asks you who teaches drama and to be directed to that teacher's room.

   i. You are hiking up in the mountains with your friend. He falls and is unable to walk on his ankle. You are not sure if it is broken, sprained, or just twisted. You are at least five miles from a telephone.
3. Play back the tape recordings that are made and analyze them with the class for standard usage.
4. This activity can be extended over a period of two or three days.

LESSON 14

USING THE TELEPHONE

OBJECTIVES: Pupils will be able to express themselves effectively on the telephone.

Pupils will understand the importance of being courteous and accurate in telephone communication.

MATERIALS: Tele-trainers (Note: The tele-trainer is available through the office of the school representative of The Pacific Telephone and Telegraph Company.

Tape B7

Worksheet––Lesson 14

PROCEDURE:

Introduction

The appearance of the tele-trainer in the classroom is sufficient motivation or introduction. At sight of it, the pupils will respond eagerly to the anticipated experience.

1. Explain to the class how the equipment operates. Assign a pupil to operate the controls.
2. Distribute the sample dialogues.
3. Select a dialogue and assign two pupils to act out the roles involved.
4. At the completion of the dialogue, point out to the class the proper form for starting a telephone conversation; that is, to identify self promptly.
5. Involve as many pupils as possible in this activity.
6. Ask for volunteers to develop an impromptu conversation.
7. Direct pupils to pair off and develop conversations that they would not mind having the class overhear.
8. Tape record the various conversations and play back for evaluation.
9. **Play tape for Drill 1**. The tape begins, "Listen to the following conversation...." Evaluate the conversation in terms of:
    1. Identifying self promptly
    2. Asking for desired person
    3. Stating purpose clearly
    4. Leaving the line properly
    5. Closing call politely
10. **Play tape for Drill 2**. The tape begins, "Listen to this similar conversation...." Using the criteria in Step 9, evaluate the conversation.
11. Guide pupils in pairing off the developing conversations, using some of the situations described below:
    1. Call a classmate who was absent from school to discuss what was covered in math class.
    2. Call a member of the family to explain your delay in coming home after school.
    3. A relative has arrived in town and calls from a coin telephone. Determine where he is and give exact directions to your home.
    4. A stray dog has wandered into your yard; the dog looks sick. You are not sure about him. Call the animal shelter and inquire what is the best thing to do.
    5. You are at a friend's house, but he has gone out for a moment. No one else is home. A man calls to inquire about your friend's father. Take the message.

6. A stranger has called you about a baby-sitting job. A friend of yours recommended you. You need the money and want to take the job. Get the necessary information and make arrangements for this coming Saturday night.
7. Call the police to report a serious automobile accident which has just occurred in front of your house. Indicate that several persons seem to be badly injured.

12. Tape record the telephone conversations and play them back for class evaluation.

Sample Dialogues

Dialogue #1

Voice 1: Hello __________, this is __________.
2: Hi. I'm glad you called because it gives me a chance to ask an important question.

1. Yes, what? I suppose you want to check on what chapter we're to read for history?
2: No. I want to know what my chances are of borrowing your red shirt.

1: My red shirt?
2: Yeah. I need it to wear for color day.

1: What am I supposed to wear?
2: Wear that green one with the purple dots.

1: I'm not sure. I'll think about it.
2: What did you call me for?

1: Oh, my mother wants to know if your mother wants to go shopping downtown with her tomorrow.
2: You'll have to call me later, because my mother isn't home yet.

1: Oh. O.K., and I'll let you know about the shirt then.
2: O.K. Thanks. See you. 'Bye.

1: 'Bye.

Dialogue #2

Voice 1: Hi, __________, this is __________.
2: Hi.

1: Listen, __________, John wants to know if you can make it for baseball practice this Saturday.
2: I think so, but I'll have to check, I think my dad wants me to help him in the garage.

1: Doing what?
2: He said something about changing it around so we can store some chairs of my grandmother's.

1: Oh, that shouldn't take too long.
2: Where's the practice--Hazard Park?

1: Yeah, John reserved the diamond that's across the street from the school.
2: Oh, great, because after practice we can watch Roosevelt play Lincoln in an unscheduled game.

1: Listen, my dad is coming in now. I'll ask him and call back. O.K.?
2: O.K., I'll wait here.

Dialogue #3

Voice 1: Mike, is that you?
2: No, this is____________.

1: What are you doing there?
2: Waiting for you. You are supposed to be here for the meeting.

1: Is the meeting today?
2: No, yesterday.

1: Don't be a dud. So I forgot.
2: O.K. Are you coming over?

1: Yes.
2: Good, because you can bring a couple of things we need. Mike's mother wants some cheese, chicken, and chocolate cake from the grocery store on Soto and Fourth.

1: You mean the Safeway?
2: Yeah.

1: What do I use for bread?
2: Ask your mother for some. Mike's mom will pay her back later today. O.K.?

1: O.K.

LESSON 15

REVIEW

OBJECTIVES: Pupils will be able to recall standard usage and pronunciation forms learned during the semester.

Pupils will be able to discriminate in the use of standard and nonstandard usage and pronunciation forms.

MATERIALS: (In preparation for this activity, gather the following materials):

1. Back issues of *Scope* and other weekly pupil magazines available in the school
2. Single copies of various anthologies
3. Single typed copies of poems
4. Jokes or extremely short stories

PROCEDURE:

Introduction

Write the following on the chalkboard and ask for volunteers to read aloud to the class:

> Charlie Chan, the Chinese showman, has a shop across from the church on March Street where he sells cheap chairs.
>
> When he honked his horn and skidded, he frightened the lady who looked scared and yelled that she hated people who attacked undefended ladies.

1. Repeat the above until several pupils have participated.
2. Direct pupils in developing their own sentences that emphasize pronunciation of the **CH – SH** and final **ED** sounds. Encourage pupils to refer to their language notebooks for words and ideas.
3. Tape record readings by volunteers of their sentences, or have the pupils exchange their sentences with neighbors who will then read them aloud.
4. Write the following sentences on the chalkboard and have pupils volunteer to develop their own sentences, using the following pattern:

   Julie is pretty.
   Julie is prettier than Toni.
   Julie is even prettier than Anna.
   Julie is the prettiest of the three.

5. Encourage various members of the class to tape record reading of their patterns to the class.
6. Write the following words on the chalkboard and direct pupils to write a sentence for each of any five of the words:

   no, never, not, nothing, no one, neither, nor, hardly, scarcely, can't, won't, wouldn't, shouldn't

7. Tape record readings by volunteers any three of their five sentences.
8. Organize a committee of pupils who will play back the recordings and evaluate the speakers and then will point out to the class nonstandard forms they recognized in the four areas of review of the week. Tape record their efforts and play back the recordings for review.

   This activity may require more than a week's time. The presentation will have to be scheduled according to the end of the semester calendar, providing first opportunity to those pupils who have been the least active.

FOLLOW-UP

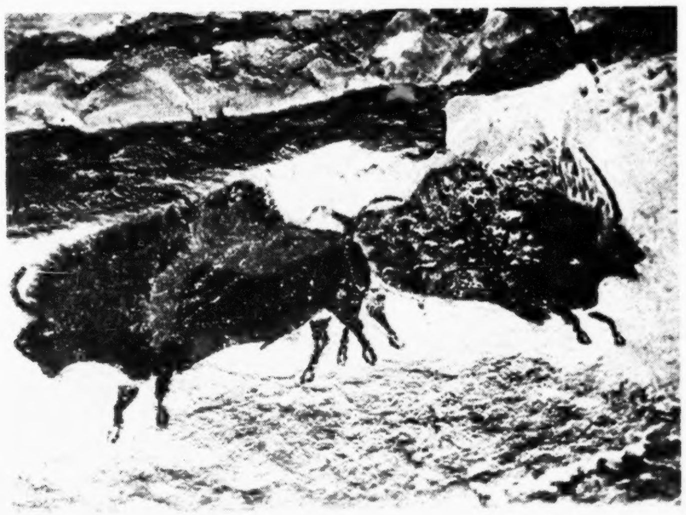
Explain to the class that this is a week of review of the semester's work in oral English. The first part of Lesson 15 reviewed standard pronunciation and usage lessons. This section will review the experiences in speaking before a group with confidence and self-assurance. The activity will consist of having the pupils present to the class an original work or read to the class something they consider interesting and amusing, such as a short story, poem, or joke. Two or three pupils may wish to make a group presentation; a play would be the easiest vehicle.

Give the pupils one day for preparation of their presentations. Schedule the presentations for the last three days of the activity.

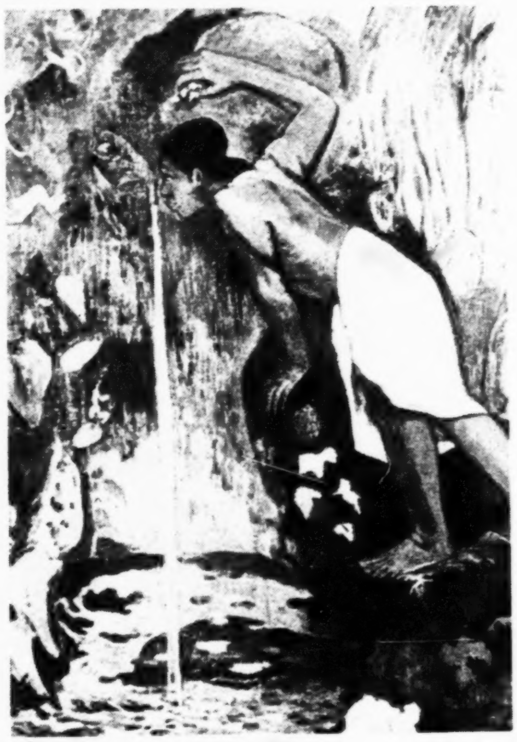
Part Three

LESSONS, A7 SEMESTER

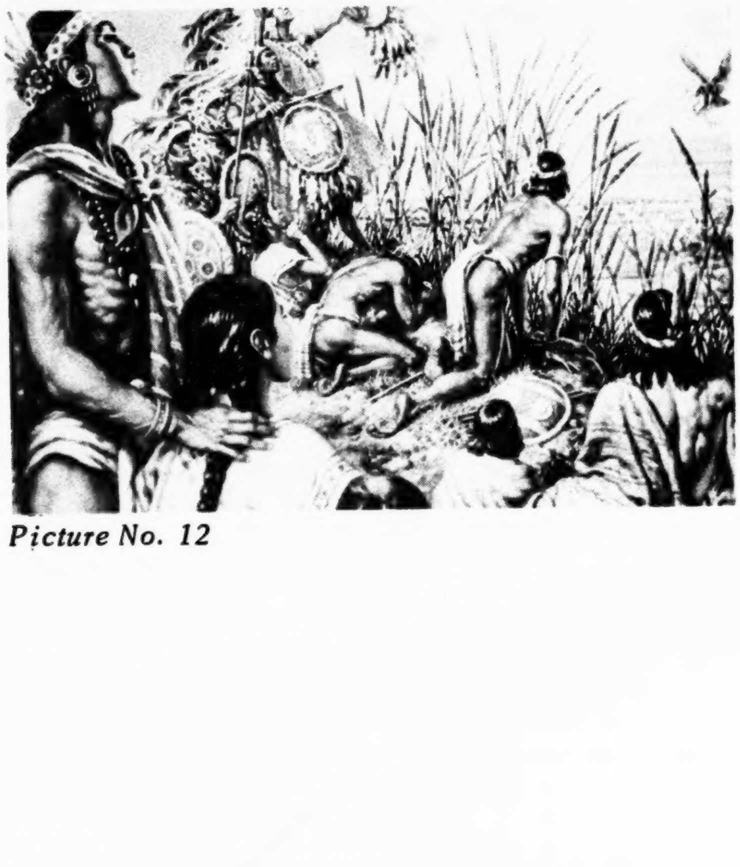
SELECTED FRAMES
FROM THE FILMSTRIP 'The Languages You Speak'



Picture No. 10



Picture No. 11



Picture No. 12

LESSON 16

REMOTIVATION I

OBJECTIVES: Pupils will understand and be able to express the concept that communication is a means of expressing ideas, feeling, and emotions.

Pupils will understand and be able to express the concept that language is one of many means of communication.

Pupils will understand and be able to express that spoken language is called oral language.

Pupils will understand and be able to express the concept that many things determine the language a person speaks: his type of employment, sex, national origin, and age; occasion or situation, and history, and geography.

Pupils will understand and be able to express the concept that many languages have contributed words and terms to our language.

MATERIALS: Tapes M1 and M2 "The Languages You Speak," Part I and Part II

Script "The Languages You Speak," Part I and Part II (See Lessons 1 and 2.)

Filmstrip, Picture Nos. 1 to 15, "The Languages You Speak," Part I and Part II

PROCEDURE:

Introduction

List the objectives for this lesson on the chalkboard. Review with pupils the meanings of the various concepts. Call on those pupils who already have been involved in the program to explain or to recall some of the material which was presented in the previous semester as part of the motivation lessons.

1. **Play tape "The Languages You Speak," Part I**. The tape begins, "Language, what is it?..."
2. After playing the tape, ask pupils to explain the following, in terms of what they have just heard.
    1. communication
    2. language
    3. oral language
3. **Play tape "The Languages You Speak," Part II**. The tape begins, "Before we get involved in our study of language..."
4. After playing the tape, ask pupils to explain what determines the language they speak.
5. Reinforce all the objectives by encouraging the pupils to relate and discuss personal experiences relative to the concepts expressed in the tapes.

FOLLOW-UP

I. Direct pupils to re-read the script, noting carefully important words such as: communication, language, conversation, eavesdrop, interpretation.

Direct pupils to establish exact meanings of words and to reinforce their understanding of the words by using them in sentences.

II. Have pupils list the traffic signals or signs they encounter regularly on the way to school.

Have pupils discuss the actions to be taken by pedestrians and by drivers when they see these signs.

Have pupils list all type of warning signs commonly encountered.

Discuss with the pupils the purpose for the various warning signs.

Have pupils list any other types of signs or symbols that are commonly seen and which direct the observer to take some action.

Lead a general discussion of these kinds of signs or symbols.

III. Direct pupils to find and bring to class on the following day a photo, picture, drawing, or other appropriate visual material that communicates a feeling or emotion to the observer. Have pupils organize and make a short oral presentation that expresses what they sense or feel when they look at the material that they brought. Have pupils explain also what in the picture or object causes their feeling or reaction.

LESSON 17

REMOTIVATION II

OBJECTIVES: Pupils will understand and be able to express the concept that dialect is a variation, or a different way, of speaking a language, and that dialect is largely determined by geographical isolation, social isolation, and concentration of people in small areas.

Pupils will understand be be able to express the concept that dialects are acceptable and effective means of communication.

Pupils will understand and be able to express the concept that standard English is necessary to communicate with other persons.

Pupils will understand and be able to express the concept that the way people speak reflects their background.

MATERIALS: Tape M3 "The Languages You Speak," Part III

Script "The Languages You Speak," Part III (See Lesson 3.)

Display Map, "Major Dialect Areas of the United States "

PROCEDURE:

Introduction

List the objectives for this lesson on the chalkboard. Review with pupils the meanings of various concepts. Call on those pupils who already have been involved in the program to explain or to recall some of the material which was presented in the previous semester as part of the motivation lessons.

1. **Play tape "The Languages You Speak," Part III**. The tape begins, "Now let me check on you. What were we talking about last time?...."
2. After playing the tape, ask pupils to define the following terms:
    1. accent
    2. dialect
    3. geographical isolation
    4. social isolation
    5. standard English
3. Reinforce the definitions contained in this lesson and the previous lesson and the objectives of the lessons by encouraging the pupils to relate and discuss personal experiences relative to the concepts expressed in the tape.

FOLLOW-UP

I. Direct pupils to compose dialogues or monologues indicating one or more of the following:

1. Job of the speakers
2. Sex of the speakers
3. National origins of the speakers
4. Age of the speakers

Tape record several pupils' readings of their scripts.

II. Direct pupils to bring pictures from newspapers or magazines to class.

Direct pupils to write dialogues in which they show what they think the people in the pictures might be saying. Encourage pupils to experiment with accents. Impress on the pupils that the dialogues must reflect the job, age, sex, and national origin of each person portrayed.

III. Direct pupils to make up lists of words of foreign origin that are commonly used in English.

Select several pupils to look up the meanings of the words which are new to some members of the class. (Because it often is difficult to recall details without previous preparation, it is advisable for the teacher to prepare a list in advance.)

LESSON 18

B-V SOUNDS

OBJECTIVES: Pupils will be able to pronounce clearly the **B** and **V** sounds.
Pupils will be able to hear the difference between the two sounds.
Pupils will be able to differentiate in usage between the two sounds.

MATERIALS: Worksheet--Lesson 18

PROCEDURE:

Introduction

Motivate interest by having individual pupils read a tongue-twister which has been written on the chalkboard:

He bet the vet he could bat a curve that would hit the vase that was on a curb that was by the base.

1. Carefully explain physiological mechanics involved in pronouncing **B** and **V** sounds. (Refer to Pronunciation Chart.)
2. Pronounce the following words. Call on individual pupils to pronounce the words.

	A.	B.
1.	vest	best
2.	very	berry
3.	vile	bile
4.	veil	bail
5.	vote	boat
6.	veer	beer
7.	van	ban
8.	vent	bent
9.	vigor	bigger
10.	vase	base
11.	vet	bet
12.	vat	bat
13.	vow	bow
14.	curve	curb
15.	dove	dub

3. Call on individual pupils to pronounce the words in order, in groups of five, or in any other variation that may be devised.
4. Have pupils pair off and face each other so that correct pronunciation of the sound is visible. Direct pupils to pronounce the words from Columns A and B to each other; for example,

   vest, best; very, berry; etc.

5. Pronounce words from the paired list in Section A of the worksheet in groups of four, repeating one word three times. Direct pupils to write on the worksheet the word that was said only once.

1.	vest	best	vest	vest
2.	berry	berry	very	berry
3.	vile	vile	bile	vile
4.	veil	bail	bail	bail
5.	boat	vote	vote	vote
6.	veer	beer	veer	veer

7.	van	van	van	ban
8.	bent	vent	bent	bent
9.	bigger	bigger	vigor	bigger
10.	vase	base	vase	vase
11.	vet	bet	bet	bet
12.	bat	vat	bat	bat
13.	bow	bow	bow	vow
14.	curb	curb	curve	curb
15.	dub	dub	dub	dove

6. Ask pupils the following questions and request that they write the answers in the spaces provided on their worksheet. Review for correct answers by repeating the questions and having an individual pupil answer in a complete sentence. Remind pupils that the answer should have a **B** or a **V** in it.
    1. When a dog is sick, it is taken to whom? (vet)
    2. On election day people are expected to do what? (vote)
    3. What is the opposite of smaller? (bigger)
    4. What looks like a mouse and flies? (bat)
    5. What do many adults drink on a hot summer day? (beer)
    6. A covered truck used for moving goods is called a what? (van)
    7. The step that edges a street is called a what? (curb)
    8. Numbers that can be divided by 2 are called what? (even)
    9. Before you can win in gambling, you must make a what? (bet)
    10. A sleeveless article of clothing a man generally wears under his coat is a what? (vest)
    11. A bird that looks like a pigeon but is a bit smaller is a what? (dove)
    12. What is a small fruit called? (berry)
    13. What is more than better? (best)
    14. The net-like material that some women wear on their hats is called a what? (veil)
    15. What has a sail and floats on water? (boat)
7. Have various pupils tape record their readings of the following sentences. (Give special attention to pupils with this pronunciation problem.)
    1. We must ban vans from this street.
    2. The bigger he got, the more vigor he had.
    3. Watch out for the high curb at the next curve.
    4. I bet the vet he would lose.
    5. He wore his best vest.
    6. She bent the blade.
    7. He did the very best he could.
    8. Every boy took his turn at bat.
    9. Her bile made her feel vile.
    10. She bought a veil for the bride.
    11. Bill jumped over the berry bush.
    12. Mary had a dove and a bat as pets.
    13. He ate every berry in the bowl.
    14. The boat moved closer to the base.
    15. I love to eat strawberries.
    16. Five vases of flowers were against the baseboard.
    17. A big van hit the curb and busted its bumper.
    18. The wind blew the leaves into the birdhouse.
    19. We spent our vacation at the beach.
    20. That is the biggest rabbit I have ever seen.
8. Direct pupils to write five sentences that have other words with **B** and **V** sounds. Ask for volunteers to read their sentences, and encourage the class members to evaluate their readings.

9. Reinforce awareness by having various pupils attempt to read as quickly as possible the following limerick. Tape record some of the attempts, and play back the recording for class evaluation.

   A barber who lived in Batavia
   Was known for very brave behavior–
   A vast baboon
   Broke into his saloon,
   But he blurted, "I'm bugged if I'll shave 'er."

FOLLOW-UP

I. Have pupils write 10 sentences using any of the words in Step 2 of the lesson.

Tape record various pupils reading their sentences.

Play the recordings back to the class members and have them listen carefully for clear distinction between the **B** and **V** sounds.

II. Ask pupils to write the plurals of the following words and to use them in sentences.

1. scarf
2. wolf
3. knife
4. loaf
5. life
6. leaf
7. thief
8. wife
9. self
10. calf

Have several pupils read their sentences to the class.

Have some pupils tape record the readings of their sentences.

Play the recordings back for class evaluation.

III. Direct pupils to make a list of at least 20 commonly used words that contain, but do not start with, **B** or **V**.

Have one pupil give one of his words to another member of the class who then uses the word in a sentence.

Have the class members listen attentively and select one member at random to decide whether the word was clearly pronounced.

LESSON 19

FAMILY BACKGROUND

OBJECTIVES: Pupils will be able to narrate specific facts about their family background.
Pupils will develop a more accurate knowledge of their family background.
Pupils will be aware of the importance of knowing their family background.

MATERIALS: Worksheet--Lesson 19

PROCEDURE:

Introduction

Roughly draw a "family tree" structure on the chalkboard and show how the various "branches" grow. Relate family tree to outstanding dynasties in history or to important American families. Point out to pupils that knowing one's family background establishes a greater personal identity.

1. Distribute Worksheet.
2. Explain to pupils the importance of accuracy and completeness in filling out forms. Pupils may find it necessary to consult with their family for some of the information.
3. Aid pupils in understanding the meaning of the vocabulary on the form (maiden, paternal grandparents, maternal grandparents, specific, incident, tourist).
4. Read to pupils the Family Background Form that you have previously prepared either on yourself or on a fictitious student. Point out the techniques that should be used; for example,

   My family name is Smith, and my first name is John. I was given Henry "as a middle name."
   I was born in . . . .
5. Direct pupils to pair off, or triple off, and practice relating their family backgrounds.
6. Tape record pupils in groups of three or four presenting their family backgrounds to the class.
7. Guide pupils through analysis of various presentations, pointing out errors in usage and punctuation.
8. Repeat Steps 7 and 8 until most of the pupils have participated.

FAMILY BACKGROUND FORM

1. Family Name ______

2. First Name ______

3. Middle Name ______

4. Place of Birth ______

5. Address ______

6. How long at this address? ______

7. Have you lived in any city other than Los Angeles? ______ How long? ______

Which ones?

A. ______ D. ______

B. ______ E. ______

C. ______ F. ______

8. Father's Full Name ______

9. Father's Place of Birth ______

10. How long has he lived in Los Angeles? ______

11. Mother's Full Name (include maiden name) ______

12. Mother's Place of Birth ______

13. How long has she lived in Los Angeles? ______

14. Where were your paternal grandparents born? ______

15. Where were your maternal grandparents born? ______

16. Is there a specific area in this country or any other country where most of your family came from? Generally, where is it? (Describe its location.)

17. Answer any of the following questions you wish. Use the back of this form to outline your answer.

A. What has been an interesting or exciting incident in your life or in the life of some member of your family?

B. Have there been any outstanding persons in your family? Go back into your family history as far as you wish. Who were these people? What did they do?

C. Has any member of your family been in another country, either as a tourist or a soldier? What country or countries? What did he see? What did he do?

FOLLOW-UP

I. Direct pupils to create a fictitious character and to make up a Family Background Form on him.

Pair off pupils to practice an interview situation, with pupils alternating the roles of interviewer and interviewee.

Ask for volunteers to make presentations to the class.

Tape record pupils' presentations.

Direct pupils to analyze and evaluate their presentations.

II. Guide pupils in filling out a Family Information Form on either a historical or a contemporary personality.

Encourage various members of the class to play the roles of interviewer and interviewee.

Tape record pupils' unrehearsed presentations.

Direct pupils to analyze and evaluate their presentations.

LESSON 20

USE OF THE PAST AND THE PRESENT PERFECT FORMS OF BE, SEE, AND DO

OBJECTIVES: Pupils will be able to use correctly the past and the present perfect forms of **be, see,** and **do.**

Pupils will be able to distinguish between the correct and nonstandard uses of present, past, and present perfect forms of **be, see,** and **do.**

MATERIALS: Tape B8

Worksheet--Lesson 20

PROCEDURE:

Introduction

Play tape for Introduction. The tape begins, "Listen carefully to the following sentences. . ." Distribute the Worksheet and have pupils quietly read the following groups of sentences. Ask pupils if they can understand the time development of the underlined words. Have pupils point out the key time words.

1. Mary bought a new dress.
    - a. I see she is wearing it today.
    - b. I saw her wearing it yesterday.
    - c. I have seen her wearing it every day.

    I wish Mary would get another dress.
2. Henry likes to have his hair long.
    - a. The vice-principal is not happy with Henry's hair today.
    - b. The vice-principal was not happy with Henry's hair last semester.
    - c. The vice-principal has never been happy with Henry's hair.

    Henry is on his way to the barber shop.
3. Ann has found a new job.
    - a. Ann does baby-sitting today.
    - b. Ann did baby-sitting last Monday.
    - c. Ann has done baby-sitting for a month.

    Ann is almost a millionaire.

1. Direct pupils to develop similar patterns, using the following key sentences and key words.
    1. John does not like to do homework.
        - a. Today John does not do his homework.
        - b. Yesterday . . . .
        - c. All week long. . . . .

        John received an **F** on his test.
    2. Jesse likes Mary.
        - a. Two days ago, we saw them together.
        - b. Right now . . . .
        - c. All week. . . . .

        We think Jesse and Mary are going steady.

   3. Joe and Oscar are always in trouble.

      a. They are in the office right now.
      b. . . . . last Monday.
      c. . . . . many times.

      They now go to another school.

   4. Sally is crazy about TV.

      a. Sally has been in front of the TV for a long time now.
      b. . . . . all last week.
      c. . . . . right now.

      Sally is at the doctor's for an eye examination.

   5. Mother has gone visiting in Mexico for a week.

      a. We did the cooking yesterday.
      b. . . . . tonight.
      c. . . . . all week.

      My father has written mother to come home.

2. Tape record readings by various pupils of their completed sentences, in addition to the introductory and concluding sentences.

3. **Play tape for Drill 1**. The tape begins, "Using your worksheet, follow along as the sentences in Part B of your Worksheet are read aloud."

   1. He does it now. He did it then. He has done it all week.
   2. You are correct today. You were correct yesterday. You have been correct all along.
   3. We see what is going on right now. We saw what was going on before. We have seen what was going on for some time.
   4. Joe and Pete do the work right now. Joe and Pete did the work in the past. Joe and Pete have done the work for quite a while.
   5. Right now I am so tired. Last night I was tired. For a long time I have been tired.
   6. Dolores sees what she wants this moment. Dolores saw what she wanted in the past. Dolores has seen what she's wanted for a long time.

4. **Play tape for Drill 2**. This tape begins, "Some of the following sentences are nonstandard. In the space provided . . ."

   1. John does his class assignment quietly.
   2. I seen her take it yesterday.
   3. Pete saw the man run out of here last night.
   4. Mary and I have did what we were told every day this week.
   5. You are here now that's what counts.
   6. Once long ago, they saw that car parked in front of school.
   7. "Miss," he shouted, "I seen her do it."
   8. I done did what he told me to do.
   9. Hey Oscar, have you did what the coach said?
   10. Gloria and Patsy and I have been there many times.
   11. It was last Tuesday that he called her.
   12. Angie and I saw them do it last week.
   13. Miguel for some time has did the reading.
   14. The vice-principal and the boys have seen that everything is in order.
   15. For many years I have did that kind of work.

5. Play Drill 2 again. Stop at each nonstandard sentence, and have a pupil correct it.

6. Direct pupils to change the following paragraph into the past; then, into the present perfect.

   Joe is in his seat today. It is the first time this week. He always does something that gets him into trouble. We see Joe sitting on the vice-principal's bench. Generally, he is with his friend, Pete. The two always do the same things that make trouble.

7. Select pupils to read the paragraphs with the shift of tense.

FOLLOW-UP

I. Direct pupils to write a paragraph in which the present forms of **TO BE**, **TO SEE**, and **TO DO** are emphasized.

Select to pupils read their paragraphs to the class.

Direct pupils to rewrite their paragraphs in the past tense; then, in the present perfect.

Tape record the best paragraphs as they are read by the authors.

II. Direct pupils to list words that indicate use of present, past, and present perfect; for example, **today**, **now**, **right now**, **yesterday**, **then**, **last week**, **all along**, **every day**, **for a month**.

Have pupils write three sentences in each tense, using the key time words.

Have several pupils read their sentences to the class.

LESSON 21

WHAT IS HE DOING?

OBJECTIVES: Pupils will be able to describe an activity they observe.

Pupils will understand the importance of relating accurately what they observe.

MATERIALS: Pictures illustrating people involved in activities with which the pupils are familiar

PROCEDURE:

Introduction

Present to a volunteer pupil, without allowing the rest of the class members to see it, a picture of a man involved in some type of work that the pupils should recognize; for example, gardening, changing a tire, or carpentering. Ask the volunteer to describe what he sees. From the pupil's description, ask the class if they have a clear picture in their minds of what he described. Ask very specific questions which should indicate to the class that the describer has left out some very important details.

1. Ask for a second volunteer to attempt a description of what he sees. The same picture may be used. Have the class members evaluate the pupil's presentation.
2. Establish with the class the importance of relating accurately what is observed.
3. Distribute a covered picture to paired-off members of the class. Caution the pairs of pupils not to share their pictures with other members of the class.
4. Direct pupils to study their pictures carefully and to establish in their minds the content and details of the action involved.
5. Have a pair of pupils come before the class. One of the pair should relate what he has observed; the other should listen carefully, and when the first is finished, should fill in any details that have been left out. This activity should be tape recorded.
6. Play back the recording to the class, displaying the picture involved to the class. Direct the class members to evaluate the accuracy of the descriptions presented.
7. Repeat Steps 5 and 6 until most of the pupils have participated.
8. If this activity is to be continued for two or three days, caution pupils to not discuss their pictures with other class members between class sessions.

FOLLOW-UP

I. Direct pupils to imagine a particular situation involving an individual performing a specific action.

Have pupils organize the situation in written form. They should be careful to avoid clue words.

Direct pupils to relate their descriptions to the class, and have members of the class identify the actions being described.

Presentations may be tape recorded and played back for evaluation.

II. Direct pupils to recall an incident, such as an accident, a fire, or a fight, to which they were front-line observers.

Have pupils prepare notes concerning this incident, to be used for an oral presentation, taking care to include all the pertinent details. Review with the class what kind of information would be pertinent.

Have pupils relate their incidents to the class, and tape record the presentations for future evaluation.

Conduct a class evaluation of the presentations.

LESSON 22

PRONUNCIATION OF FINAL ING SOUND

OBJECTIVES: Pupils will be able to pronounce distinctly the final **ing** sound.

MATERIALS: Tape B9
Worksheet--Lesson 22

PROCEDURE:

Introduction

Write the following sets of words on the chalkboard; then, have volunteer pupils read the various sets as clearly and rapidly as possible.

A

1. bring
2. ring
3. spring
4. sling
5. string
6. wing

B

1. writing
2. fighting
3. meeting
4. eating
5. spitting

C

1. blocking
2. speaking
3. stocking
4. talking
5. walking

D

1. helping
2. sipping
3. sleeping
4. skipping
5. tripping

E

1. brushing
2. marching
3. washing
4. pushing
5. watching

1. **Play tape for Drill 1**. The tape begins, "Swing, ring, sling, sing, swinging..."
2. Pass out Worksheets with the following lists of words, and have individual pupils read them. Direct pupils to read in pairs, groups, rows, or in any other combination.

A

building
clothing
evening
feeling
interesting
king
sling
morning
spring
stocking
string
swing
thing
willing

B

dressing
eating
speaking
seeing
learning
reading
teaching
studying
going
sleeping
meeting
talking
ringing
stringing

3. **Play tape for Drill 2**. The tape begins, "Listen to the following sentences and repeat..."

1. Mary sees the building.
2. I'll be seeing you this evening.
3. Joe was not feeling well.
4. He was swinging a ring on a string.
5. It was a wonderful spring morning.
6. After washing and dressing, he went to school.
7. They were pushing and shoving in line.
8. Ann was writing about meeting Jesse after school.

   9. We were willing to take the thing home.
   10. The children were running and skipping.

4. **Play tape for Drill 3**. The tape begins, "Give the **ing** form of the following..."
   1. comb
   2. brush
   3. dress
   4. wash
   5. eat
   6. walk
   7. hear
   8. read
   9. pass
   10. skip
   11. study
   12. push
   13. fight
   14. make
   15. go
   16. meet
   17. talk
   18. spring
   19. swing
   20. ring
5. **Play tape for Drill 4**. The tape begins, "Listen carefully to the questions, and give the obvious answers..."
   1. Are you listening to a tape?
   2. Is a teacher guiding you through this lesson?
   3. Is it raining outside?
   4. Is there more than one teacher in the classroom?
   5. Are the window washers washing the windows of this classroom?
   6. Are there any sounds coming in from the playground?
   7. Has a messenger come running into the room?
   8. Who is erasing the chalkboard?
   9. Is there anyone sitting at the teacher's desk?
   10. Are all the lights in this classroom working?
6. Tape record readings by pupils of the following paragraphs, and play back the recordings for class evaluation.

   After sleeping for ten hours, Bing got up at 6:30. Bing hated rushing to school, but he never thought of getting up earlier. Every morning he spends ten minutes shouting at his sister who is in the bath*room brushing her hair. He doesn't believe in dressing without first washing his teeth and combing* his hair. Bing also doesn't believe in speaking to anyone until he has finished eating his breakfast.

   Generally, after cleaning up his room and throwing out the trash, he starts off for school. Bing has had the habit for over a year of stopping at the corner and waiting for May Ling, his girlfriend. They have been going to school together since the seventh grade.

   Bing finds classes where there is a great deal of reading and writing the most interesting, perhaps because these are the classes he shares with May Ling.

FOLLOW-UP

I. Have pupils write a series of sentences containing more than one word with a final **ING** sound.

Tape record readings by various pupils of their sentences.

Play back the recordings and ask pupils to evaluate the clarity of pronunciation.

II. Direct pupils to pair off and write a dialogue on a topic involving a school activity. Emphasize that they should use as many **ING** words as possible.

Tape record readings by various pairs of pupils of their dialogues.

Play the recordings back to the class and have the pupils evaluate the readings.

LESSON 23

WHO MIGHT THIS BE?

OBJECTIVES: Pupils, in terms of their experience, will be able to relate about another person's action, speech, and thinking.

Pupils will become aware of differences in speech necessary for various types of employment.

Pupils will become aware of the background that is necessary for certain vocations.

MATERIALS: Tape B10

Worksheet--Lesson 23

PROCEDURE:

Introduction

Distribute to pupils the "Who Might This Be?" matching exercise, and direct them to match as many items as they can. When they have finished, let pupils grade their own papers, and discuss with the pupils the language differences that exist among the various jobs. Ask pupils to contribute some examples of their own.

1. Two sunnyside, and go easy.
2. Do you want more off the top than on the sides?
3. Didn't you see that stop sign back there?
4. Do you want the fat cut off this roast?
5. Bring your book; I'm ready to dictate a letter now.
6. The doctor will be changing your bandage today.
7. Did you want to deposit this in your checking account?
8. My rig jackknifed when I slammed on the brakes.
9. I'll K.O. him in the third.
10. Remember, your entrance is from stage left.
11. Your homework for tonight is to read Chapter 6.
12. Should I check the oil and water?
13. Do you want it teased?
14. Did you say you wanted an extra quart of milk today?
15. May I help you? Was there something special you wanted to see?

a. boxer to his manager
b. executive to his secretary
c. beautician to a customer
d. waitress to a chef
e. traffic policeman to a motorist
f. gas station attendant to a motorist
g. butcher to a customer
h. clerk to a customer
i. director to an actress
j. barber to a customer
k. nurse to a patient
l. teacher to students
m. milkman to a customer
n. truck driver to another driver
o. bank teller to a customer

1. **Play tape for Drill 1.** The tape begins, "Listen carefully to the following conversations, and decide who might be talking . . . "
2. Stop recorder at the end of each conversation and have pupils identify the personalities involved.
3. Point out to pupils the technique that is used by the characters to give clues that identify who is involved.

4. Have pupils pair off and develop two conversations which clearly, through the dialogue, indicate the vocation of one of the characters. Each conversation should contain some specific facts involved in the vocation. Caution pupils to select only those vocations that they are acquainted with--either through personal experience, because it is the vocation of some member of their family, or because it is a close friend.
5. Tape record two or three pairs of pupils acting out their roles.
6. Play the recordings back to class for evaluation. Ask pointed questions to help point out shortcomings.
7. Direct pupils to review their conversations and to make necessary corrections. Permit pupils to rehearse their conversations.
8. Tape record two or three pairs of pupils acting out their roles, and play the recordings back to the class for evaluation.
9. Continue to tape record and evaluate the recordings until most of the class members have participated.

WHO MIGHT THIS BE?

CONVERSATION #1

Good morning.

Good morning. Would you please fill it up with ethyl.

Yes Ma'm. – Should I check under the hood?

Yes – Oh, and would you look at the battery. I think the water is low.

(Pause)

Battery's fine – but your radiator hose is cracked.

Oh, no – I just had it put in. Let me have a look at it.

Sorry, lady – someone gave you a sour one.

Oh, this is a nuisance. I'll have to go back and get them to put a new one in. How's everything else?

Everything else is okay, ma'm -- Water and oil are fine. It took 14 gallons. That's $4:10.

Fine – here.

Just a moment, ma'm, I'll get your change. (Pause) **Here you are $4:10 – 20 – 25 – 50 – 75 – 5.**

Thank you – I'll go back and see about that hose.

Thank you – Come again.

CONVERSATION #2

Well, good morning, Mrs. Gomez.

Good morning.

Are you all set to go home?

I'm not sure. I've got something I didn't have before. It's a terrible ache here in my shoulder. It seems to go down my arm, and my hand feels stiff.

Oh, that's quite natural. The ache will last a while, and the stiffness in your hand will, too.

I see. How long will it last?

About two weeks or so. I'll give you some pills for the ache, and I'll have the nurse instruct you on some exercises for the stiffness in your hand.

How long will I have to do the exercises?

At least a month – even though the stiffness may be gone. Don't skip a day.

Oh, I won't.

How's the leg?

It's fine, but I have this terrible black and blue.

Well, that's to be expected. You've had a terrible fall. You're very lucky to have gotten away with so little.

I know – Do you think anything might show up later?

No, I don't think so – the X-rays didn't show anything. But you let me know the moment you notice anything unusual.

Yes – I'll let you know right away.

Very well, I'll sign you out and send in the nurse to instruct you on the exercises. Take it easy. Good morning.

Good morning, and thank you so much.

CONVERSATION #3

May I help you, sir?

Yes, or rather, I hope so. I'm looking for a coat for my wife. It's her birthday.

Did you have anything special in mind?

Well, yes and no. She's been wanting a coat that's dressy, but yet she could wear regularly. You know--sort've all the time.

I think I understand. Do you know what size dress she wears?

Yes, 12.

Do you have a color preference?

She's fond of bright colors. She's always wanted a red coat.

You're very lucky. We have just received a new line of red coats that I know you're going to like. I'll bring some out. We have three different styles.

Wait just one second. Could you tell me about how much they cost? I don't want you to go to a lot of work if I can't afford it.

They're quite inexpensive, considering the material and the styling. They are $30.

$30. That's a little more than I expected, but maybe I could swing it.

Why don't you look at them and then decide? It's really no work at all.

Okay, thank you.

Here we are. Now, isn't this one lovely? It's fully lined. This straight line is most flattering and gives that look which makes it possible to be worn for either day or early evening.

It certainly is red.

It's a marvelous red. It's called Chihuahua Red.

Oh, she'd like that.

This one has a fuller skirt, but a 3/4 sleeve.

No, I don't like that one as much.

How about this one with the fuller sleeve and a belted back?

No, no, I like the first one. Do you think it will fit her?

It will if she's a size 12.

Okay, it's a little more than I expected to pay, but she'll look great in it.

I'm sure she will. Excuse me a moment while I get my book.

LESSON 24

COMPARISON OF ADJECTIVES

OBJECTIVES: Pupils will be able to differentiate between the comparative and superlative forms of adjectives.

Pupils will be able to make proper use of the comparative and superlative forms.

MATERIALS: Tape B11

Worksheet--Lesson 24

PROCEDURE:

Introduction

Show the class two objects that are similar, yet have marked differences; for examples, two oranges (one small, yellowish in color; the other large, more orange in color): two books (one large, deep-red; the other small, thick, light red): two boys (one small, light haired, thin; the other tall, dark haired, heavy set.)

Then, direct pupils to list the differences they note about the objects or persons and to write sentences comparing the size, color, shape, etc., of each.

1. Working with the responses that are given in the above activity, show that when two things are involved, the comparative form is used, which is formed by adding **er** to the modifier or placing **more** before it. (**More** usually is placed before words of more than two syllables.) This concept can be reinforced further by comparing other objects in the room.
2. Explain the superlative in the same manner, by presenting three objects to the class and having the pupils compare them. Show that when more than two objects are involved, the superlative form is used, which is formed by adding **est** to the modifier or placing **most** before it.
3. Ask pupils to complete the comparative development of the following words: **big**, **slow**, **important**, **tired**. Write their answers on the chalkboard.
4. **Play tape for Drill 1**. The tape begins, "How many times have you heard expressions like these? . . ." Guide pupils in repeating the following words:

	Comparative	Superlative
1. small	smaller	smallest
2. thin	thinner	thinnest
3. weak	weaker	weakest
4. tired	more tired	most tired
5. handsome	more handsome	most handsome
6. important	more important	most important
7. fast	faster	fastest
8. bad	worse	worst
9. good	better	best
10. warm	warmer	warmest

5. **Play tape for Drill 2**. The tape begins, "After hearing each single word . . . " Guide pupils in completing the following comparisons:

	Comparative	Superlative
1. green		
2. black		
3. good		

	Comparative	**Superlative**
4. large		
5. bad		
6. rough		
7. short		
8. dull		
9. pretty		
10. studious		

6. Ask volunteer pupils to use various words in comparative or superlative forms in sentences; e.g., **worse, best, fatter, biggest, etc.**

7. **Play tape for Drill 3**. The tape begins, "Repeat the following patterns as you hear them . . . "

    1. She is short.
       Sally is shorter than her sister.
       Sally is also shorter than Lucy.
       She is the shortest of the three.

    2. Mary looks bad.
       She looks worse than her sister.
       She looks worse than her girlfriend.
       She looks the worst of all the girls.

    3. Pedro is handsome.
       He is more handsome than Joe.
       He is even more handsome than Oscar.
       He is the most handsome boy in school.

    4. Rudi is very strong.
       Henry is stronger than Joe.
       Rudi says he is stronger than Henry.
       Henry says, "No, I'm stronger than you. I'm the strongest person in school."

    5. She is very brilliant.
       She is more brilliant than Ana.
       She is more brilliant than any girl I know.
       She is the most brilliant girl around here.

8. Explain the way a slot drill works. A series of sentences will be given in which the underlined word is compared. Afterward, the pupils are to insert other key words which will be given. For example, write the following on the chalkboard:

    John has a **blue** shirt.
    It is **bluer** than Joe's.
    It is the **bluest** of them all.

    Key word: **clean**

    John has a **clean** shirt.
    It is **cleaner** than Joe's.
    It is the **cleanest** of them all.

9. Guide pupils in pairing off, and direct them to practice the following slot drills.

    1. John has a **blue** shirt.
       It is **bluer** than joe's
       It is the **bluest** shirt of them all.

    Key words (to insert into slots:) **clean, dirty, old, ragged, new**

    2. Henry is a **good** student.
       He is a **better** student than Mike.
       He is the **best** student in school.

    Key words: **poor, bad, hard-working**

3. Mrs. Sanchez is a great cook.
   She is a greater cook than Mrs. Gomez.
   She is the greatest cook on the block.

Key words: **messy, excellent, different, lazy**

4. Anita is beautiful.
   She is more beautiful than Dolores.
   She is the most beautiful girl in our class.

Key words: **ugly, fat, thin, old, young, alert**

10. Guide paired-off pupils in developing their own drills, and tape record these drills.

FOLLOW-UP

I. Direct pupils to select two objects somewhat similar; for example, two desks, two pupils; and write out a comparison.

Select pupils to read their comparisons.

Guide the class in evaluation of the correctness of the use of comparisons.

II. Repeat the above activity, using three persons or three similar objects.

III. Direct pupils to read a selected short story which has two outstanding characters.

Have pupils write a comparison of the two characters.

IV. Select pupils to tape record their comparison of the characters from Activity III, above.

Guide the class through a critical analysis of the presentation.

LESSON 25

WHAT'S IN A PICTURE?

OBJECTIVES: Pupils will be able to relate the possible causes and effects of a given situation, either from personal observation or from analysis of a pictorial representation.

Pupils will become aware of the importance of being able to express their thinking orally.

MATERIALS: Sets of pictures of either dramatic or humorous situations

PROCEDURES:

Introduction

Show the class a picture of a dramatic situation after carefully cautioning pupils not to comment upon it or discuss it among themselves. Give every pupil an opportunity to see it. (It is recommended that three or four copies of the same picture be used, from magazines such as *Life* or *Look*.

Ask for a volunteer to express to the group his opinion as to the **causes** and the **effects** of what he has seen. Instruct the other pupils that they are to refrain from interrupting or offering alternate interpretations until the speaker has finished.

1. Ask for a second volunteer to express his thinking in terms of **cause** or **effect**. Point out to pupils that they are not to describe what they see, but rather to decide what **caused** the situation and what **effect** it will have on the persons involved.
2. Ask a third volunteer to offer his interpretations.
3. Place before the class four or five pictures of either a dramatic or humorous situation. Direct pupils to keep one of the pictures in mind in terms of causes or effects.
4. Ask for volunteers to discuss one of the pictures in terms of causes or effects. Tape record the pupils' oral presentations.
5. Repeat Step 4 until all of the pictures have been discussed.
6. Play back the recording to evaluate the success of each of the presentations. Ask the class members to point out weaknesses of organization or evidence of illogical thinking.
7. Repeat Steps 4, 5, and 6, but this time allow pupils a few minutes to organize their thinking in writing.
8. Tape record oral expressions by as many pupils as possible, using either the same set of pictures or other sets to stimulate their thinking.

FOLLOW-UP

(The following are two 50-minute activities.)

I. Ask for a volunteer to describe a situation he may have witnessed, without explaining the causes or effects.

Direct the class to organize on paper a description of the causes and effects of the situation described.

Tape record various pupils describing the causes and effects of the situation described.

Ask the pupil who described the situation to decide which of the pupils most accurately described the causes and effects.

Repeat the above steps until most members of the class have participated.

II. Ask pupils to bring to class pictures from either newspapers or news magazines which show a situation with causes and effects which they feel they can describe.

Ask various pupils to tape record the following:

1. A description of the situation
2. A description of what they believe to have been the causes
3. A description of what they believe to have been the effects

LESSON 26

DOUBLE NEGATIVE

OBJECTIVES: Pupils will be able to use the negative construction effectively.
Pupils will recognize the double negative as a nonstandard construction.

MATERIALS: Tape B12
Worksheet--Lesson 26
Worksheet--Lesson 26 Follow-up

PROCEDURE:

Introduction

Write the following words on the chalkboard:

no, more, never, not, nothing, no one, neither, nor,
hardly, scarcely, can't, wouldn't, shouldn't

Ask the pupils what these words have in common. Once the class determines that they all are negative words, have various members of the class use them in sentences. Write some of the sentences offered on the chalkboard. Be alert to any use of double negatives.

1. Develop several negative sentences, using "props" in the room. For example, indicating a pupil who has nothing on his desk, ask, "What does he have on his desk?" (Answer: "He has nothing on his desk" **or** "He doesn't have anything on his desk.") If any double negative answers arise, be sure to examine them as nonstandard structures.
2. **Play tape for Drill 1.** The tape begins, "In English we have many negative words...." The girls will be directed to repeat the question, and the boys to repeat the answer. At the end of the drill, the girls will be directed to repeat the answer and the boys to repeat the question.

    1. Does he ever stay late?
    No, he never stays late.
    2. Does she have any money?
    No, she doesn't have any money.
    3. Will you work with me?
    No, I won't work with you.
    4. Was anybody hurt?
    No, nobody was hurt.
    5. Did they hide something?
    No, they didn't hide anything.
    6. Does she ever listen to the radio?
    No, she never listens to the radio.
    7. Did he have an accident?
    No, he didn't have an accident.
    8. Will they meet us?
    No, they won't meet us.
    9. Was anybody missing?
    No, nobody was missing.
    10. Did they buy something?
    No, they didn't buy anything.

3. Pair off the pupils and have them alternately ask questions and answer them.
4. **Play tape for Drill 2.** The tape begins, "Answer the following questions negatively...."
    1. Does she need any help?
    2. Did Jesse skip some stairs?
    3. Did Alex have any of the things he needed?
    4. Did Angela make any tacos for dinner?
    5. Did we have something they wanted?
    6. Did they have any money to spend?
    7. Does it snow anytime in December?
    8. Does Joe have some music to dance to?
    9. Do they read any books at all?
    10. Do you want some of this pie?
5. Vary Drill 2 practice by calling on individual pupils to answer the questions.
6. **Play tape for Drill 3.** The tape begins, "Answer the following questions in the negative...."
    1. Does he ever play pool?
    2. Do you ever eat Chinese food?
    3. Did you ever go to T.J.?
    4. Did you ever visit the museum?
    5. Did they ever tell you what was wrong?
    6. Did she ever play baseball?
    7. Does he ever lift weights?
    8. Did we ever get what we ordered?
    9. Does the teacher ever arrive late to class?
    10. Did you ever fail a test?
7. Vary Drill 3 by calling on individual pupils to answer the questions.
8. Ask individual members of the class the following questions, telling them to use the words in parentheses in their answers.

1. Did anyone show up yesterday?	(nobody)
2. Was anything taken?	(nothing)
3. Did either know what he was doing?	(neither)
4. Was either Mike or Joe absent?	(neither, nor)
5. Will he every obey?	(won't)
6. Will they ever show up on time?	(never)
7. Does he ever study?	(never)
8. How many books were taken off the table?	(none)
9. Does Philip buy anything for his girl?	(nothing)
10. Did Celia do her homework?	(didn't)
11. Aren't they ever going to study?	(never)
12. Is he bright?	(isn't)
13. Do you want a candy bar?	(don't)
14. Did anyone call the cops?	(nobody)
15. Did either one see the accident?	(neither)
16. Have they burned the dinner?	(haven't)
17. Does she cook well?	(doesn't)
18. Has Rita seen this picture?	(hasn't)
19. Can Mike dance?	(can't)
20. Should you always believe what you are told?	(shouldn't)
21. How many were forgotten?	(none)
22. Does that teacher grade hard?	(doesn't)
23. Will our class go?	(won't)
24. Has Joe asked Aida to the game?	(hasn't)
25. Does our school have long assemblies?	(doesn't)

9. Give pupils an opportunity to make up their own questions and to address them to each other.
10. Tape record this activity for playback that will emphasize the correctness of the answer.

FOLLOW-UP

I. Ask the class the following questions and invite volunteers to offer answers.

Answer the following questions, using one of the following words: **hardly**, **barely**, **scarcely**.

1. Does she ever work?
2. Can he reach the top window?
3. Can they understand us?
4. Did Jim make it to the game?
5. Is he tall enough to play basketball?
6. Does Sally have enough money to buy the food for the party?
7. Did she study enough to pass the test?
8. Is this room big enough to hold 100 people?
9. Can you get ten bottles in this box?
10. Did the auto park have enough room for a truck?

Direct the class members to write questions which require **hardly**, **barely**, or **scarcely** in the answer.

Direct pupils to ask each other questions. Answers may be tape recorded for playback that emphasizes the correctness of the answer.

II. Direct pupils to find interesting paragraphs in their literature books or in novels and to change the paragraphs so that they read negatively.

Ask for a volunteer to read his revised paragraph to the class.

Tape record the pupil's reading of the paragraph.

Encourage the pupil to evaluate and analyze the playback.

III. Direct pupils to make the following sentences standard.

1. I don't get no help.
2. I don't have no money.
3. He hasn't done nothing yet.
4. She wouldn't do nothing.
5. We don't want to say nothing.
6. They couldn't buy nothing.
7. I haven't no book.
8. He didn't say nothing.
9. I haven't seen no one.
10. We haven't been nowhere.

IV. Direct pupils to pair off and develop a quick dialogue in which one pupil is the affirmative and the other is the negative. Most of the dialogue probably will be an exchange of questions. Pupils may read the dialogue below as a sample.

1: Yesterday we went to Disneyland. Isn't it great?

2: You like it? I didn't think it was so hot. What did you like about it?

1: The whole thing. You know, the rides, the way they've got everything fixed up, the music, you know. How come you don't like it?

2: The crowds – I don't like crowds. And it isn't cheap, you know. And besides, I don't like waiting in line.

1: Yeah, I know, but if you get there very early you really don't have to wait. And when the crowd comes, you sort've pick the rides you like the most. We got discount tickets because we went in a large group from my school.

2: We haven't been able to get a group big enough.

1: We couldn't either at first, but they let us bring our little brothers and sisters.

2: I wouldn't want to drag mine along. They'd hang on me and I wouldn't be able to do what I want.

1: They really aren't that much trouble. You can tell them that if they lose you they should meet you at a certain place at a certain time.

2: That sounds good, but mine can't tell time yet.

1: Aren't you a member of C.Y.O. or the Y?

2: Yeah, but they don't take trips to Disneyland.

1: Yes, they do. My sister went with them last Christmas vacation. She got the same discount we got.

2: How come I haven't heard about it?

1: Maybe it's because you don't attend the meetings.

LESSON 27

INTERVIEW

OBJECTIVES: Pupils will be able to perform competently in an interview situation applying for a job.

Pupils will understand the importance of being well-informed about themselves in an interview situation.

MATERIALS: Worksheet--Lesson 27

PROCEDURE:

Introduction

Using the teacher's desk and other classroom furniture, arrange an interview-office set. The teacher assumes the role of an interviewer and a pupil that of an interviewee. Explain to the class the scene that has been set. The interviewee is seeking a summer job as a junior counselor with a summer day-camp group. Arrange the tape recorder so that the entire interview may be recorded clearly.

Use the following questions for the interview, perhaps developing additional questions in order to obtain complete information.

(Interview for junior counselor job)

1. What is your name, please?
2. How old are you?
3. Your address?
4. Your telephone number?
5. With whom do you live?
6. Do you have a social security number?
7. What school do you attend?
8. What grade are you in?
9. What is your best subject in school?
10. Can you work with your hands?
11. What sort of crafts can you do?
12. What is your favorite sport?
13. How well do you play this sport?
14. What games do you know?
15. Do you know the rules of most games?
16. How would you organize a group of 12 children into a game of kick-ball?
17. What type of work does your father (parent) do?
18. Where is he employed?
19. In case of an emergency, whom would we contact?
20. Where?
21. Can you give me the name of three adults that would recommend you?
22. Who are they, and how do they know you?
23. Have you taken a course in first aid?
24. Can you do mouth-to-mouth resuscitation?
25. How well do you swim?
26. Do you have any brothers or sisters?
27. Are they older or younger?
28. How well do you get along with them?
29. If you saw two small boys fighting over a ball, how would you handle the situation?
30. What sort of salary do you expect?

1. Play back the interview to the class and have the group point out the strong and weak points.
2. List on the chalkboard those bits of information that the class members believe an interviewee should have ready before he goes for an interview.
3. Direct pupils to make a list of information about themselves.
4. Using the same set that was used when the teacher acted as interviewer, have two pupils play roles involved. Give to one pupil one of the interview forms that he is to follow in asking his questions. Record the interview and play back the recording for class evaluation. (See end of lesson for interview forms.)
5. Repeat Step 4 until most members of the class have participated, either as an interviewee or an interviewer.
6. Through class discussion, lead pupils to reach the conclusion that a well-informed person makes a good impression. This can be expanded to include appearance, approach to the interview (attitude), and, in general, all those things that are necessary for making the best possible showing.

(Interview for newspaper route)

Good morning. Are you here to inquire about getting a newspaper route?

Very good. Would you please answer some questions?

1. What is your name?
2. Where do you live?
3. What is your telephone number?
4. How old are you?
5. What grade are you in?
6. What school do you attend?
7. How are your grades in math?
8. How long have you lived in this neighborhood?
9. Do you have a bike?
10. Is it in good condition?
11. Have you ever had a paper route before? For what paper?
12. Have you ever had a job before? What kind?
13. Do you have a social security card?
14. Do your parents know that you are applying for this job?
15. How do they feel about your being on a bike during the traffic hours?
16. Would you be willing to ask people to subscribe to this paper?
17. Do you think you could get 10 new subscriptions a month?
18. How much money do you expect to make on this job?
19. Do you know any adults aside from your parents who could recommend you?
20. Who are they?

Are there any questions you would like to ask?

Thank you for applying. We will let you know.

(Interview for baby-sitting job)

Good morning. Are you here to inquire about baby-sitting?

Good. Would you answer some questions?

1. What is your name?
2. Where do you live?
3. What is your telephone number?
4. How old are you?
5. What grade are you in?
6. What kind of a student are you?
7. Do you belong to any school service organizations?
8. How long have you lived in this neighborhood?
9. Do you speak Spanish?

10. Do you have any small brothers and sisters?
11. How old are they?
12. Have you ever been left in charge of them?
13. Can you handle a baby?
14. How would you test to make sure that a baby's milk bottle was not too hot?
15. What would you do if a baby or a small child started to cry?
16. How would you get to the homes we sent you to?
17. How late would your parents let you work, and on what days?
18. In case of a real emergency--let us say child got seriously hurt--what would you do?
19. Have you taken any classes in first aid at school?
20. Can you do mouth-to-mouth resuscitation?

Are there any questions you would like to ask?

Thank you very much. We will let you know.

(Interview for box boy job)

Good morning. Are you here applying for a box boy job?

Good. Would you answer some questions?

1. What is your name?
2. Where do you live?
3. What is your telephone number?
4. How old are you?
5. Do you have a social security card?
6. What grade are you in?
7. What is your best class in school?
8. How is your attendance?
9. Are you tardy to class very much?
10. How long have you lived in this neighborhood?
11. How would you get to work?
12. Do you speak Spanish?
13. Do you have any white shirts that you can wear with a tie?
14. What days could you work, and how many hours?
15. How do you feel about moving heavy boxes?
16. Suppose the manager of the store has you stocking cans, and the checker calls you to pack bags; what would you do?
17. Can you work six hours a day on Saturday and Sunday?
18. Will your school give you a work permit?
19. Would it be all right if I called the vice-principal of your school and asked about you?
20. How much do you expect to earn a week?
21. Did you know you will have to join a union?

Are there any questions you would like to ask?

Thank you. I'll let you know one way or the other by Monday of next week.

LESSON 28

AGREEMENT OF SUBJECT AND VERB

OBJECTIVES: Pupils will be able to form the third person singular of verbs.

Pupils will be able to achieve agreement between third person subjects and verbs.

MATERIALS: Tape B13
Worksneet--Lesson 28

PROCEDURE:

Introduction

Ask the class the following question: When I say "drop," what do you do?
Expected pupil response: We drop to the floor.

Ask: What does Joe do?
Response: He drops to the floor.

Ask: What do the people in this row do?
Response: They drop to the floor.

Turning to a single pupil, ask: What do you do?
Response: I drop to the floor.

Turning to another pupil, say: Tell him what he does.
Response: You drop to the floor.

Write the various responses on the board. Point out to the class that the verb form is spelled the same for all the persons except the third; there, the verb has a final **s** sound.

1. Repeat the introduction through a number of other classroom activities, such as the following:

   During reading period, what do you do?

   During work period, what do you do?

   When your pencil lead breaks, what do you do?

   Write the elicited responses on the chalkboard. Point out again that, in third person singular present tense, the verb ends in an **s** sound.

2. Pass out the worksheet, on which the following subjects are listed:

   I
   John
   The children
   They
   We
   Sally
   The student
   You
   It
   Mr. Gomez
   The man
   The girl

   Then, pronounce each of the following verbs, giving the class the opportunity to combine each with each of the subjects on the worksheet.

   Example:

   talk

   I talk.
   John talks.
   The children talk.
   (etc.)

   Verbs: **work, say, come, want**

3. Direct pupils to write in the space provided on their worksheet the form of each verb which goes with each of the following subjects.

	agree	eat	dance	write	play	chew
Lucy						
You						
They						
People						
She						
I						

Ask the pupils to make a sentence with each of the combinations.

4. Call on individual pupils to read across the list. Point out again that the verb for third person singular ends in an s sound.

5. **Play tape for Drill 1.** The tape begins, "When we use an action word in the present...." Pupils will be asked to substitute each key word for the subject in the sentences below, according to this pattern.

I work for my uncle every Sunday. Manuel ______. He ______.
Manuel (**works for my uncle every Sunday**).
He (**works for my uncle every Sunday**).

1. We prepare for the test.
Mary______________________________.
She______________________________.

2. They play in the field.
Paul______________________________.
He______________________________.

3. You work in the cafeteria.
Ana______________________________.
She______________________________.

4. I sleep on the ground.
Oscar______________________________.
He______________________________.

5. Dolores and Joe dance well.
Angie______________________________.
She______________________________.

6. The boys swim in the river.
Gabe______________________________.
He______________________________.

7. Do you want the ball?
Johnny______________________________.
He______________________________.

8. They take the book.
The teacher____________________________.
She________________________________.

9. The boys do what I say.
The gang_____________________________.
It__________________________________.

10. The animals go for water.
The cat______________________________.
It__________________________________.

After the class understands the basic concept presented, explain the variation of forming the third person by adding **es** or by forming a new word.

6. **Play tape for Drill 2.** The tape begins, "Listen to the following conversation between these two boys ...." Direct two pupils to take the various parts of the dialogue. Tape record the pupils reading the dialogue; encourage proper expression. Tape record other pupils' readings and play back the recordings for evaluation.

1: Mary has John's book.
2: Yeah, she wants to hide it.

1: I think she likes him.
2: She tells me all the time how much she hates him.

1: She knows what she is doing.
2: It means John has to come to her for the book.

1: He doesn't like her.
2: Do you think so? Then why does he ask me so many questions about her?

1: Here she comes now.
2: And there he sits like a large dud.

1: No, look, he has stopped her. He looks angry.
2: I guess he really wants his book.

1: Yeah, he needs it to study for a test next period.
2: He studies all the time.

1: Look, Mary has him doing what she wants. He is walking across the field with her.
2: Well, there he goes. She has him--poor guy.

7. Direct pupils to write their own dialogues in which they emphasize the third person singular, present tense.

8. Summarize the concepts presented in this lesson.

FOLLOW-UP

I. Direct pupils to write original sentences in the present tense for each of the following subjects:

1. Dr. Gomez
2. It
3. We
4. She
5. They
6. You
7. He
8. The dog
9. Mrs. Garcia
10. The company

Tape record various pupils reading their sentences and play back the recordings for evaluation.

II. Direct pupils to pair off and write a dialogue in the present tense, in which they are talking about a third person in terms of being a good athlete, or a good cook, or a good student, or a good leader, or a good shopper, etc.

Tape record various pairs of pupils reading their dialogues, and play back the recordings for evaluation.

LESSON 29

FINAL CONSONANTS - P, K

OBJECTIVE: Pupils will be able to pronounce distinctly the final **P** and **K** sounds.

MATERIALS: Tape B14
Worksheet--Lesson 29

PROCEDURE:

Introduction

Pass out worksheets to pupils and ask for a couple of volunteers to record the following two sentences.

Nick and Rick look, speak, work, joke, walk, and wink alike because they are look-alike twins.

Philip and Kip equip the jeep with a map and rope for a trip on which they'll camp and trap and chop and troop and creep and snoop through steep and slope and dump.

Play the recordings back for class evaluation for clarity of pronunciation of the final **P** and **K** sounds.

1. Repeat the introduction two or three times so that pupils are completely aware of the importance of making these sounds distinctly.
2. **Play tape for Drill 1** (word repetition drill). The tape begins, "Nick and Rick look, speak, work, joke..."

A	B
bake	cheap
bank	chop
clerk	cop
clock	cup
deck	dope
desk	drop
look	heap
lock	leap
pick	lip
pack	lap
sick	pop
slick	pipe
truck	ship
track	shop
wake	sweep
work	swap

3. Have individual pupils read the lists of words. Arrange pupils in pairs, groups, or rows, or in any other combination, to read the words.
4. **Play tape for Drill 2.** The tape begins, "Listen to the following sentences, then repeat..."
    1. Check the slick chick in the jeep.
    2. Sally can cook and sweep.
    3. The disk jockey took a nap at his desk.
    4. Pack the sack and keep it here.
    5. If you step on a crack, you'll break your mother's back.
    6. I'll mop the step so no one will slip.

7. To poke and pick will not help.
8. The truck got stuck on the tracks.
9. Watch your step on the steep step.
10. They will help the cop set the trap.

5. Have various individuals record readings of the sentences, and play back the recordings for class evaluation.

6. **Play tape for Drill 3.** The tape begins, "Listen to the following sentences. Then repeat the sentences..."

   1. I can bake a cake.
   2. Kip will rip a strip of pipe for the jeep.
   3. She had a slick, black silk dress.
   4. Jesse will hop, step, and jump.
   5. Lupe got sick on a milk drink and a hunk of pork.
   6. Philip said, "It's a gyp my having to sleep in this dump."
   7. Mark and Hope were quick to help the shop clerk when the stock fell on Dirk.
   8. A flock of sheep got stuck on a steep strip near the creek.

7. Select pupils to record their readings of the sentences in Step 6. Play back the recordings for class evaluation.

8. Direct pupils to write sentences which contain several words ending in either **P** or **K**.

9. Select pupils to record their sentences; then, have the class evaluate the recordings.

SUPPLEMENT

alike
attack
back
bake
bank
bark
black
blank
block
book
break
breakfast
brick
brook
cake
chalk
chick
check
cheek
choke
chunk
clerk
clock
cook
crack
creak
creek
dark
deck
desk
disk
drink
fake
flock
folk
fork
homesick
ink
joke
kick
lack
lake
like
lock
look
luck
make
milk
mistake
neck

pack
pick
pock
poke
pork
quick
risk
rock
sake
sack
sick
silk
sink
slick
smoke
snake
sneak
sock
speak
stick
stink
stock
stuck
tack
task
thank
thick
think
track
trick
truck
trunk
wake
walk
wink
work

Nick
Rick
Dick
Dirk
Clark
Mark
Frank
Kirk
Erik

asleep
camp
cap
cheap
chip
chop
cop
creep
crop
cup
damp
deep
dip
develop
dope
droop
drop
dump
equip
escape
group
gyp
heap
help
hip
hope
jeep
keep
jump
lap
leap
lip
map
mop
nap
pipe
pop
rap
rip
rope
seep
shape
sharp
sheep
ship
shop
sleep
slip
slope
snap

snoop
soup
steep
step
stop
strip
swap
sweep
tap
tape
tip
top
trap
trip
troop
type
up
whip
wrap

Philip
Kip
Hope

FOLLOW-UP

I. Direct pupils to find a passage in a classroom text that has a large number of final **P**'s and **K**'s.

Have pupils pair off and practice reading selected passages to each other.

Tape record readings by several pupils of their passages, and play back the recordings for class evaluation.

II. Write the following names on the chalkboard, and have pupils write a conversation between either pair. The dialogues should emphasize final **P** and **K**.

Kip and Hope
Rick and Erika

Have pupils pair off and practice their conversations.

Tape record several pupils reading their conversations, and play back the recordings for class evaluation.

III. Select a play from one of the anthologies, and select two casts to practice dramatic readings before the class.

Provide an opportunity for the casts to practice.

Tape record the presentations and play back the recordings for evaluation.

LESSON 30

REVIEW

OBJECTIVES: Pupils will be able to recall standard usage and pronunciation forms learned during the semester.

Pupils will be able to discriminate in the use of standard and nonstandard usage and pronunciation forms.

MATERIALS: In preparation for this conclusion and review activity, the teacher should gather materials well in advance. Appropriate materials would include the following:

Back issues of *Scope* and other weekly pupil magazines available in the school

Single copies of various anthologies

Typed single copies of poems

Jokes or extremely short stories

PROCEDURE:

Introduction

Write the following words on the chalkboard and tape record readings by several pupils. Play back the recordings for class evaluation of standard pronunciation. Have pupils identify the areas where nonstandard pronunciation is most likely to occur, such as **B**, **V** sounds; final **ING**; final **P**, **K**; **Ch**, **Sh** sounds; final **ED**.

1. vest
2. equip
3. wash
4. learning
5. caused
6. vase
7. slick
8. ring
9. cooked
10. curve
11. track
12. closed
13. watching
14. base
15. bring
16. cap
17. berry
18. added
19. spitting
20. asked
21. vet
22. lock
23. pushing
24. church
25. sweep
26. bigger
27. worked
28. desk
29. bile
30. invited

1. Direct pupils to develop three or four sentences using words from the above list. Tape record selected pupils reading their sentences. Play back the recordings and have the class evaluate the readings for standard pronunciation.
2. Write the following pattern on the chalkboard and have pupils point out the key words. Review with the class the time development when using **be**, **see**, and **do**. (See Lesson 20.)

   Mary bought a new dress.

   a. I **see** she is wearing it **today**.
   b. I **saw** her wearing it **yesterday**.
   c. I **have seen** her wearing it **every day**.

   I wish Mary would get another dress.

Once the time development is established, write the following pattern on the chalkboard and have pupils complete the pattern.

Jesse likes Mary.

Two days ago we saw them together.
Right now ________________________________.
All week ________________________________.

We think Jesse and Mary are going steady.

Anticipating possible weak recall, have ready other similar patterns that emphasize use of **be**, **see**, and **do** in order to reinforce the concept and proper usage.

3. Once the concept is well re-established, have pupils write two of their own patterns. Encourage as much creativity as possible. Tape record various pupils reading their patterns, and play back the recordings for class evaluation of correct usage.
4. Write the following sentences on the chalkboard and have pupils volunteer to develop on paper their own sentences following the pattern. Tape record various pupils reading their sentences and play back the recordings for evaluation.

   Julie is pretty.
   Julie is prettier than Toni.
   Julie is even prettier than Anna.
   Julie is the prettiest of the three.

5. Write the following words on the chalkboard and direct students to write five sentences using any five of the following words:

   No, never, not, nothing, no one, neither, nor, hardly, scarcely, can't, won't, wouldn't, shouldn't

   Tape record volunteers reading any three of their five sentences.

6. Direct pupils to review some of the various materials you offer (as listed under Materials) and select one that each pupil would like to tape record for one final evaluation of correct pronunciation.

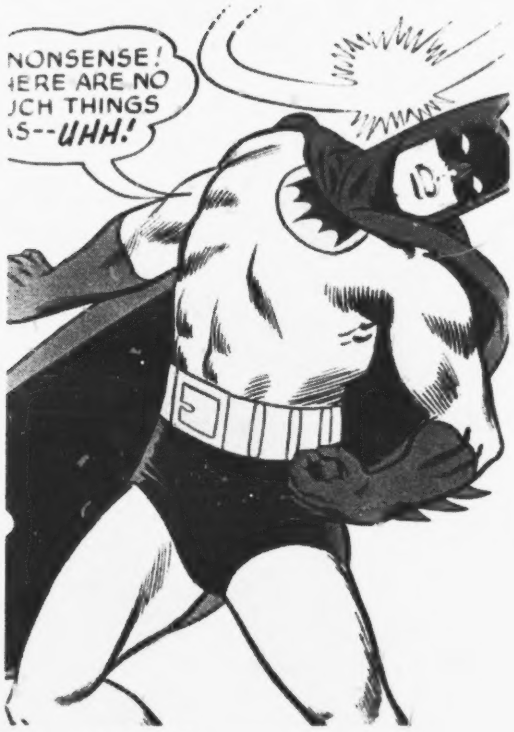
   Give each pupil an opportunity to read his selected materials when he is thoroughly acquainted with it and has rehearsed it.

7. When all members of the class have recorded their selections, play back the recordings for final evaluation.

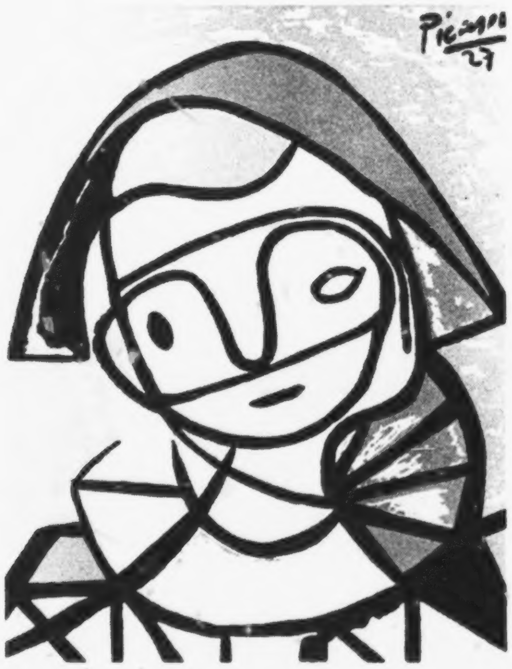
Part Four

APPENDIX

SELECTED FRAMES
FROM THE FILMSTRIP 'The Languages You Speak'


NONSENSE!
HERE ARE NO
JCH THINGS
S--UHH!

Picture No. 13



Picture No. 14

Picture No. 15 Courtesy Los Angeles Times

SUPPLEMENTARY LESSON 1

FRONT VOWELS I

OBJECTIVES: Pupils will be able to pronounce clearly e (pain), E (pen), and ae (pan) sounds.

Pupils will be able to hear the differences among these sounds.

Pupils will be able to make the physical movements of mouth, jaw, and tongue in producing these sounds.

MATERIALS: Tape B15

Worksheet--Supplementary Lesson 1

PROCEDURE:

1. Demonstrate the physical movements in making the e, E, and ae sounds (bait, bet, bat). Have pupils notice the differences in the position of the jaw by putting their hands on their own jaws.
2. Distribute worksheet with the following words on it. Pronounce five groups of words which discriminate among the sounds, and have pupils repeat them.

	A	B	C
1.	pain	pen	pan
2.	bake	beck	back
3.	laid	led	lad
4.	mate	met	mat
5.	lace	less	lass

3. **Play tape for Drill 1.** The tape begins, "Read silently the following words..." Have pupils repeat the words from Step 2.
4. Read five words from the above list for pupils to identify, and have each pupil write down the words he hears.
5. **Play tape for Drill 2.** The tape begins, "Listen to the following sentences. Then repeat each sentence..."
    1. Have you met him?
    2. He laid the carpet.
    3. It's on the mat.
    4. He has a pain.
    5. Put it in the pan.
    6. She has a lace dress.
    7. He is at my beck and call.
    8. Come back!
    9. Bake a cake.
    10. Jane is a young lass.
    11. He's a lad.
    12. They led the parade.
    13. He has a mate.
    14. Write with a pen.
    15. They have less money.
6. Have selected pupils record the following sentences:
    1. Did she bake it in the back room?
    2. His dad was dead.
    3. The wreck was upon a rack.

   4. The dishes sat where she set them.
   5. Put the pen in the pan.
   6. There was less lace on that dress.
   7. He wore a cap and cape.

7. Play back the recording of the pupils' readings.
8. Give pupils the following story, using the above sounds, to read. Creative pupils may try to write their own stories.

> Anita met Ed for the first time at a jazz party given by Edna Sanchez. It was all very exciting.
>
> Anita wore her best dress--a lace one--for the party. She arrived with a cake she had baked. As she came into the house, she tripped and fell--cake and all. Her scream of pain brought Ed to her aid. Ed helped Anita up, for she had hurt her leg. She made a brave face, but the pain was great.
>
> Anita was set in a chair, and she had to sit there until her leg no longer pained. Ed stood by her all the time and kept asking, "How do you feel? Does it still pain you?"
>
> Edna cattily said to Jack, "Anita has found a mate."

SUPPLEMENTARY LESSON 2

FRONT VOWELS II

OBJECTIVES: Pupils will be able to pronounce clearly the i (least), I (list), and E (lest) sounds.

Pupils will be able to distinguish among these sounds.

Pupils will be able to understand the physical movements of the mouth, jaw, and tongue in producing these sounds.

MATERIALS: Tape B16

Worksheet--Supplementary Lesson 2

PROCEDURE:

1. Demonstrate the physical movements involved in making the i, I, and E sounds (beat, bit, bet). Have pupils notice the difference in the position of the jaw in each case by placing their hands on their jaws.
2. Distribute Worksheet with the following words on it. Pronounce five groups of words which discriminate among the sounds, and have pupils repeat them.

	A	B	C
1.	least	list	lest
2.	feel	fill	fell
3.	read	rid	red
4.	meet	mitt	met
5.	neat	nit	net

3. **Play tape for Drill 1.** The tape begins, "Listen carefully to the pronunciation of each word and repeat it..."
4. Read five words from the above list for pupils to identify each word heard by circling it.
5. **Play tape for Drill 2.** The tape begins, "Carefully listen to the following short sentences..."
   1. John met Mary.
   2. List his name.
   3. We will meet.
   4. It was a net.
   5. She looks neat.
   6. Get rid of it.
   7. Read the red book.
   8. Where is the mitt?
   9. Do it now, lest we forget.
   10. He ate the least.
   11. Ann fell flat.
   12. When will we read?
   13. Who feels sick?
   14. Can you eat?
   15. John found a nit.
6. **Play tape for Drill 3.** The tape begins, "Listen carefully to each sentence; then, repeat it..."
   1. Either beat the batter or cook a bit of it.
   2. Didn't he buy it to eat?
   3. Each hand itches.

4. Have you met him, or will you meet him?
5. Can you lift what's left?
6. He hit the ball into the net.
7. She had a letdown feeling.
8. She wore a neat red dress.
9. She dipped deeply into her purse.

7. Tape-record as selected pupils read the above sentences, and play back the recording for analysis.
8. Give pupils the following narrative to read. Have them practice it for future recording.

Mrs. Rodriguez said, "Ted, please go to the store on Soto Street and get what I need on this list." Ted answered, "Ah, Mom, I don't feel good. I'm sick. Send Ed."

Then she shouted to Ed, "O.K., you get meat to eat for dinner and three cans of green beans and peas."

Ed replied, "I'm too weak. Ask Nick. I bet he'll go."

"You're not weak--you mean, you're lazy. All you do is sleep all week. Forget it! We'll only eat beets!"

SUPPLEMENTARY LESSON 3

BACK VOWELS I

OBJECTIVES: Pupils will be able to pronounce a, (not), ə (nut), and ɔ (naught) sounds.
Pupils will be able to distinguish among these sounds.

MATERIALS: Tape B17
Worksheet--Supplementary Lesson 3

PROCEDURE:

1. Demonstrate the physical movements involved in pronouncing a, ə, and ɔ sounds (cot, cut, caught). It might be useful for pupils to use mirrors to observe their facial movements.
2. Distribute worksheets with the following words on them. Pronounce five groups of words which discriminate among these sounds.

	A	B	C
1.	cot	cut	caught
2.	body	buddy	bawdy
3.	dog	dug	________
4.	Don	done	dawn
5.	are	err	or

3. **Play tape for Drill 1.** The tape begins, "Listen carefully to the following words..."
4. Read five words from the above list for pupils to identify by writing the letter and number of word; e.g., dug = 3B; or = 5C.
5. Direct individual pupils to read the words at random and ask another pupil to identify the word heard.
6. **Play tape for Drill 2.** The tape begins, "Listen to the following sentences..." The following sentences are read for pupils to repeat.
    1. Don, what have you done before dawn?
    2. The crow cawed, and the cow chewed her cud.
    3. I have not given you a nut.
    4. Are you going or is she?
    5. The barn burned.
    6. Were you born in a barn?
    7. He cut his finger on the cot.
    8. The baby was born at dawn.
    9. He cut the nut open.
    10. The cod was caught.
7. **Play tape for Drill 3.** The tape begins, "Listen to the following sentences..." Sentences are read which contain one of the two words in parentheses. (The word which is used is underlined, for teacher's reference.)

1. (A. cat B. cot) He sat on the ____________________.
2. (A. shack B. shock) John had a ____________________ in the yard.
3. (A. map B. mop) Hand me the ______________.
4. (A. dull B. doll) People called her ____________.
5. (A. bomb B. bum) There was a ________________ in the street.

6. (A. lock B. luck) A little ______________ protects your valuables.

7. (A. knot B. nut) Put a ______________ in it.

8. (A. body B. buddy) My dog has a strange ______________.

SUPPLEMENTARY LESSON 4

BACK VOWELS II

OBJECTIVES: Pupils will be able to hear the differences between ɔ (flaw), O (low), and U (flew) sounds.

Pupils will be able to pronounce the ɔ , O, and U sounds.

MATERIALS: Tape B18

Worksheet--Supplementary Lesson 4

PROCEDURE:

1. Demonstrate the physical movements involved in pronouncing the ɔ , O, and U sounds (flaw, flow, flew).
2. Pronounce the following words for imitation:

	A	B	C
1.	flaw	flow	flew
2.	Shaw	show	shoe
3.	bought	boat	boot
4.	call	coal	cool
5.	Paul	pole	pool

3. **Distribute worksheet** on which the above words are written.
   Play tape for Drill 1. The tape begins, "Listen to the following words and repeat them..."
4. **Play tape for Drill 2.** The tape begins, "Listen to the following groups of words..." Have pupils circle the word on their sheet which has a different vowel sound.

	A	B	C
1.	fall	boat	law
2.	low	flew	school
3.	fought	fuel	jaw
4.	cold	school	few
5.	caught	lawn	load

5. **Play tape for Drill 3.** The tape begins, "Listen to the following sentences and repeat each one..."
   1. The boat sank.
   2. They swam in the pool.
   3. He took off his shoe.
   4. Have you bought a ticket to the prom?
   5. Paul called her for a date.
   6. It was a cool day.
   7. Do you like the new boots?
   8. We don't use much coal in California.
   9. They saw *Sand Pebbles* at the show.
   10. The car flew down the road at 70 m.p.h.
6. Tape record selected pupils reading the above sentences.
7. Tape record selected pupils reading the following dialogue.

   1: Do you drive to school?
   2: Yes, I come with Paul, though he already takes quite a few.

1: I wish I could get a loan to buy a car.
2: Me too, because I've seen a jewel of a car.

1: What make?
2: Why, the best one, naturally.

1: Hope it's not rough on fuel!
2: It is, but it's real cool inside!

1: Don't be a goon--there's more to a car than show!
2: I know, but I want it anyway.

1: I could have bought a car, but my father wouldn't give me the dough.
2: My dad won't either because he thinks I won't drive slow.

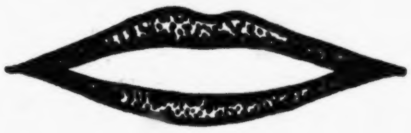
1: I told mine I could start a car pool and could pay him back some of the dough that way.
2: Oh, here comes John down the hall. I've got to go.

PRONUNCIATION CHART

THE VOWEL SOUNDS

Narrow opening between lips; lips drawn back rather tensely in smiling position; tip of tongue touching lower teeth; middle of tongue pressing against hardplate and sides of tongue against upper teeth.

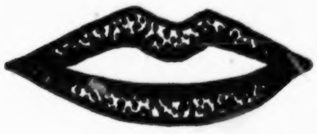
be, key, sleep, green, eat, read, speak



i

Closely related to (i), with same narrow opening between lips; lips drawn back less tensely than for (i); tip of tongue touching lower teeth; middle of tongue slightly lower than for (i), and sides of tongue on upper teeth.

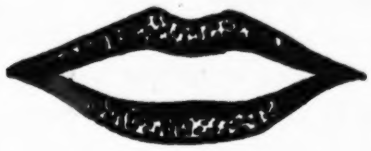
it, is, it's, Miss, this, six, sit, near, here



I

More open than (i), and (I); jaw drops a little; lips drawn back rather tensely; tip of tongue touching lower teeth; middle of tongue slightly lower than for (I) and sides touching upper teeth; when stressed, pronounced (eI).

name, page, day, play, they, eight, explain

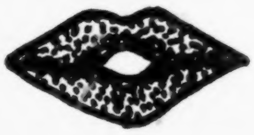


e

THE VOWEL SOUNDS

Jaw almost closed, leaving very small, round opening; lips rather tensely rounded and well protruded in whistling position; tip of tongue touches nothing; back of tongue raised and touching velum.

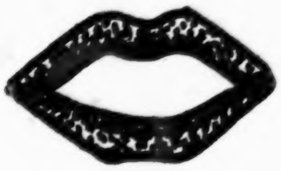
do, who, you, two, new, cool, room, student



u

Lazy, effortless sound in neutral position; lips not drawn back and not rounded, but completely relaxed in natural open position; tip of tongue touches nothing; tongue relaxed on floor of mouth; sound is called the schwa.

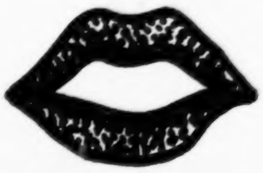
of, son, come, run, but, young, umbrella



ə

Lips in natural open position, but slightly rounded and protruded; tip of tongue raised and tensely drawn back a little; sides of tongue touching upper teeth; sound is called the r -vowel or schwa r .

word, girl, nurse, learn, actor, sister

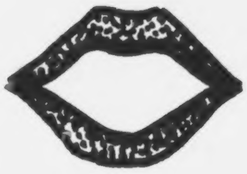


ɚ

THE VOWEL SOUNDS

More closed than (ɑ); jaw raised a little; lips rounded and somewhat protruded; tongue drawn back a little.

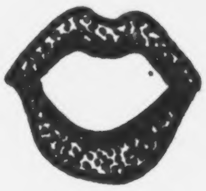
wall, tall, long, door, floor, four, August



ɔ

More closed than (e); jaw raised a little more, leaving small, round opening; lips well rounded and protruded; tip of tongue touching nothing; tongue drawn back a little more; when stressed, pronounced as a diphthong: (oʊ).

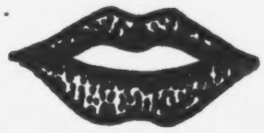
no, go, old, cold, home, those, close, know



o

More closed than (o); jaw raised a little more, with opening wider horizontally but narrower between teeth; lips less rounded but somewhat protruded; tongue drawn back and upward with sides touching upper teeth.

book, look, good, foot, soot, put, woman

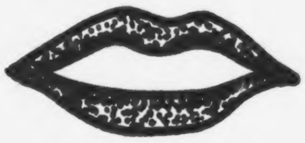


ʊ

THE VOWEL SOUNDS

More open than (e); jaw drops a little more; lips drawn back less tensely than for (e) by relaxing the corners of the mouth; front of tongue a little lower and more relaxed, and sides of tongue barely touching upper teeth.

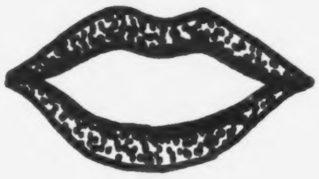
yes, pen, desk, well, there, chair, many



ɛ

More open than (ɛ), jaw drops a little more; lips drawn back in a laughing position; tip of tongue receded from lower teeth; front of tongue a little lower and sides of tongue no longer touching upper teeth.

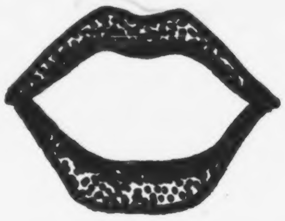
class, man, map, that, glad, thank, aunt



æ

Most open vowel sound; jaw drops considerably leaving large opening between lips; lips rounded and relaxed; tip of tongue receded; tongue low in mouth.

on, not, clock, John, doctor, hard, father

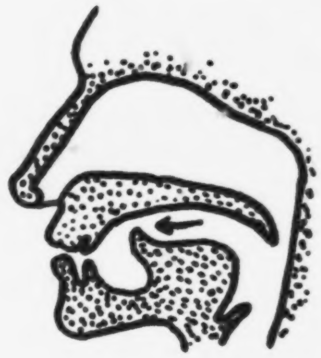


a

THE CONSONANT SOUNDS

Open the lips and round them slightly, block the nasal passage by raising the soft palate; raise the tongue to touch the inner surfaces of the upper teeth; leave the tongue tip free but point it upward back of the rough ridge; force the air through this opening.

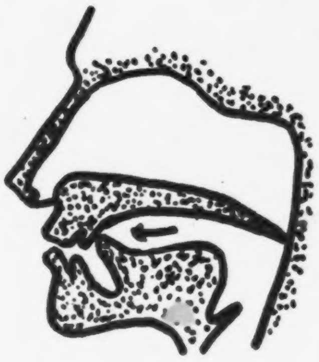
show, sheet, shoe, cash, dish, finish



sh

Open the lips and slightly round them; block the nasal passage by raising the soft palate; place the tip of the tongue against the inner surfaces of the upper teeth; force the air over the tongue and explode it suddenly as the tongue tip is dropped.

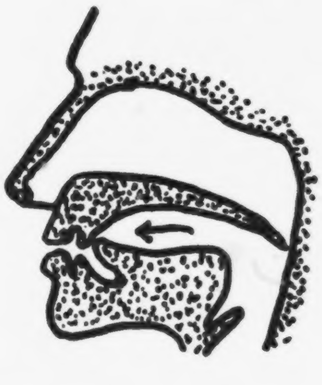
child, chalk, chain, watch, teach



ch

Close the nasal passage by raising the soft palate; place the tip of the tongue against the inner surface of the upper teeth; allow the air (vibrated for d) to escape through the mouth over the tip of the tongue.

to, tell, ton, do, dell, done

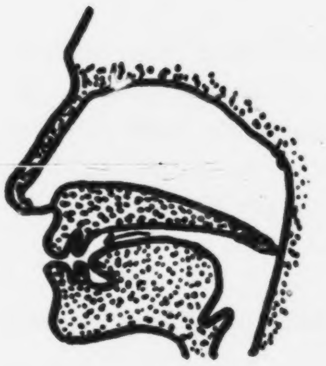


t, d

THE CONSONANT SOUNDS

Close the lips; block the nasal passage by raising the soft palate; form air pressure (vibrated) in the mouth; open the lips and separate the teeth to explode the air.

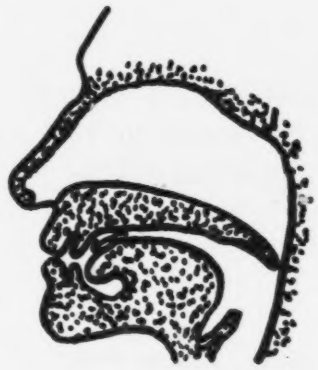
by, bear, before, blew, bought



b

Touch the lower lip lightly to the upper front teeth; block the nasal passage by raising the soft palate; flatten the tongue touching the lower front teeth with the tip; allow the stream of air (vibrated) to press against the lower lip.

vat, very, vine, view, valley



v

BIBLIOGRAPHY

Teaching Oral English to Mexican-American Students

Allport, Gordon. *The Nature of Prejudice.* New York: Anchor Paperback, A-149.

Beals, Ralph and Norman D. Humphrey. "The Nature of Mexican Culture," *No Frontier to Learning.* Minneapolis: University of Minnesota Press, 1957.

Benedict, Ruth. *Patterns of Culture.* New York Mentor Books, Paperback reprint, MD 89 NAL.

Bierstedt, Robert. *The Social Order,* 2nd Edition. New York: McGraw-Hill, 1963.

Bullock, Paul and Robert Singleton. "What to Do With the Drop-out?" and "The Minority in Our Schools," Reprint #117. University of California at Los Angeles, 1962.

Burma, John. *Spanish Speaking People of the United States.* Durham, N. C.: Duke University, 1957.

Clark, Margaret. *Health in the Mexican Culture.* Berkeley: University of California Press, 1959.

Cline, Howard F. *The United States and Mexico,* Revised Edition. Cambridge, Mass.: Harvard University Press, 1963.

__________________. *Mexico: Revolution to Evolution.* New York: Oxford University Press, 1963.

Conant, James B. *Slums and Suburbs.* New York: McGraw-Hill, 1961.

De Leon, Marcos. "The Hamburger and the Taco: A Cultural Reality," *Journal of Secondary Education,* November, 1959.

Englehardt, Fr. Zephyrin, O.F.M. *History of the Founding of the San Gabriel Mission and the Beginnings of Los Angeles.* Chicago: Franciscan Brothers Press, 1927.

Erickson, Erik H. *Childhood and Society.* New York: W. W. Norton, 1950, 1963.

__________________. "Exploding Metropolis," *Fortune.* New York: Anchor Press Paperback, A-146, 1963.

Forbes, Jack D. "Our Plural Heritage: It Should Be Encouraged Not Suppressed in the Schools," *Frontier,* July, 1964.

Gans, Herbert J. *The Urban Villagers.* The Free Press, 1962.

Gordon, Milton. *Social Class in American Sociology.* New York: McGraw-Hill Paperback, 1964.

Gordon, Milton M. *Assimilation in American Life.* New York: Oxford University Press, 1964.

Griffith, Beatrice. *American Me.* New York: Houghton-Mifflin, 1958.

Hall, Edward T. *The Silent Language.* Greenwich, Connecticut: Fawcett Public, Inc., Premier Book, R 204, 1963.

Hernandez, Luis F. "The Culturally Disadvantaged Mexican-American Student, Parts I and II," *Journal of Secondary Education,* Feb.--Mar., 1967.

BIBLIOGRAPHY

Hernandez, Luis F. and Kenneth R. Johnson. "Teaching Standard Oral English to Mexican-American and Negro Students for Better Vocation Opportunities," *Journal of Secondary Education*, Apr., 1967.

Hewes, H. Gordon. "Mexican in Search of the Mexican," *American Journal of Economics and Sociology*, #13.

Johnson, William Weber and Editors of *Life. Mexico.* New York: Time, Inc., 1961.

Kallenback, W. Warren and Harold M. Hodges, Jr. *Education and Society.* Columbus, Ohio: Charles E. Merrill, 1963.

Kluckhohn, Clyde. *Mirror for Man.* New York: McGraw-Hill Paperback Reprint, 1965.

Kluckhohn, Clyde, Henry A. Murray and David M. Schneider. *Personality in Nature, Society and Culture*, 2nd Edition. New York: Alfred Knopf, 1962.

Kroeber, A. L. "Mexico," *Encyclopaedia Britannica*, 1960 Edition, Volume 15.

Lewis, Oscar. *Life in a Mexican Village*, Urbana, Illinois: University of Illinois Press, 1951.

________________. *Tepoztlan: A Village in Mexico.* New York: Holt-Dryden, 1960.

________________. *The Children of Sanchez: Autobiography of a Mexican Family.* New York: Ventage Books, A Division of Random House, 1961.

McWilliams, Carey. *North From Mexico.* Philadelphia: J. B. Lippincott, 1948

McCandless, Boyd P. *Children and Adolescents.* New York: Holt, Rinehart and Winston, 1962.

Madsen, William. *The Mexican Americans of South Texas.* New York: Holt, Rinehart and Winston, 1964.

Marden, Charles F. and Gladys Meyer. *Minorities in American Society*, 2nd Edition. New York: American Book Company, 1962.

________________. "Mexican American Making Great Strides," *Daily Facts*, Redland, California, July 14, 1965.

O'Brien, Robert, et al. *Readings in General Sociology.* New York: Houghton-Mifflin Paperback, 1959.

Redfield, Robert. *The Folk Culture of Yucatan.* Chicago, Illinois: University of Chicago Press, 1941.

Redfield, Robert. *Tepoztlan: A Mexican Village.* Chicago: University of Chicago Press, 1930.

Richman, Irving B. *California Under Spain and Mexico – 1535-1847.* Boston: The Riverside Press of Cambridge, Houghton-Mifflin, 1911.

Rolle, Andrew H. *California.* New York: Crowel Publishing Company, 1963.

Rose, Peter I. *They and We.* New York: Random House, SS 22, 1964.

Samora, Julian. "The Education of the Spanish-Speaking in the Southwest: An Analysis of the 1960 Census Materials" Paper presented at the Mexican-American Workshop sponsored by Careers for Youth and the Mexican-American Community, January 18, 1963.

Saunders, Lyle. *Cultural Differences and Medical Care.* New York: Russell Sage Foundation, 1954.

Simmons, Ozzie. "Mutual Images and Expectations of Mexican-Americans and Anglos," *Daedalus,* Spring, 1961.

Simpson, George E. and J. Milton Yinger. *Racial and Cultural Minorities,* Revised Edition. New York: Harper and Brothers, 1958.

Stein, Herman D. and Richard A. Cloward. *Social Perspectives on Behavior.* Glencoe, Ill.: The Free Press, 1958.

Tannenbaum, Frank. *Mexico: The Struggle for Peach and Bread.* New York: Knopf, 1950.

Tuck, Ruth. *Not With the Fist.* New York: Harcourt, Brace, 1946.

Whyte, William H. Jr. *Organization Man.* New York: Anchor Paperback Reprint, 1962.

Williams, Robin M. Jr. *American Society.* New York: Alfred A. Knopf, 1951.

Woods, Sister Frances Jerome C. D. P. *Cultural Values of American Ethnic Groups,* New York: Harper and Brothers, 1956.